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ABSTRACT

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm instruments, playing the autoharp, and planning listening activities. Over three-fourths of the handbook consists of singing activities for primary and intermediate and secondary levels including goals, songs of different types, and teaching methods. Appendixes list over 50 recordings, books, and audiovisual aids. (JD)

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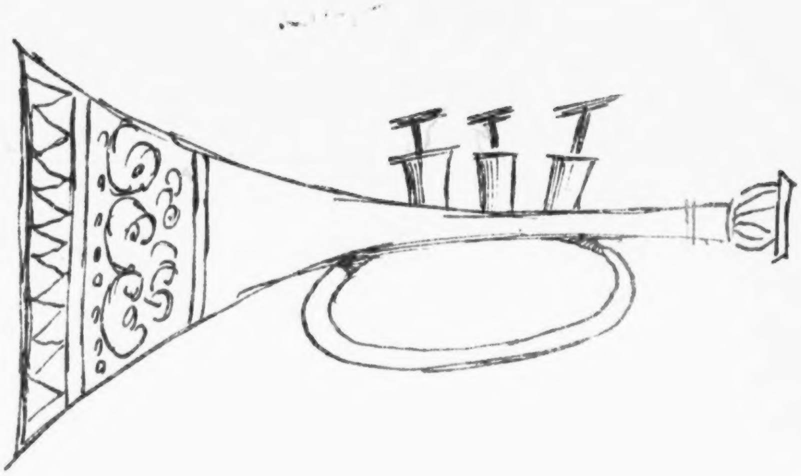
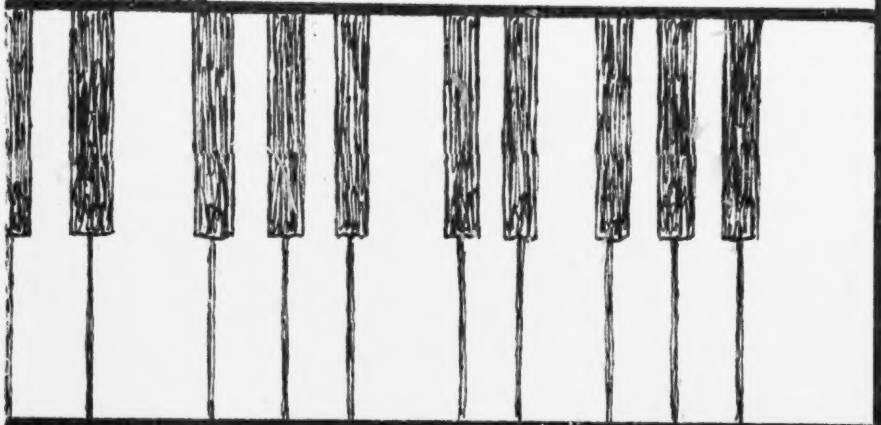
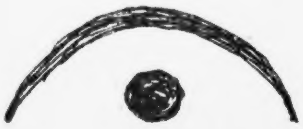
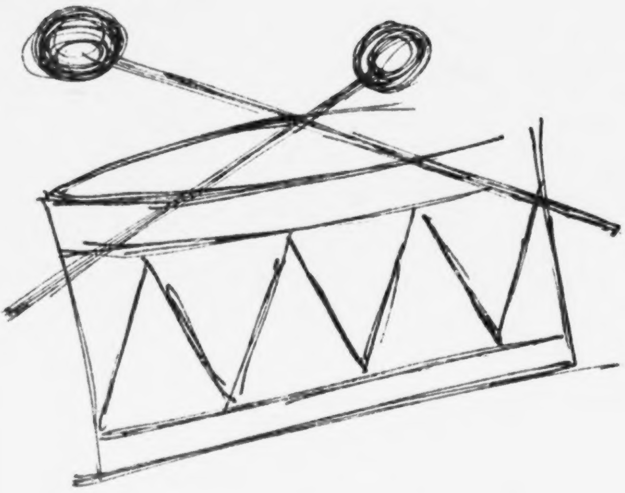
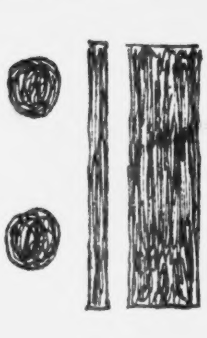


MUSIC for the EMR: Teacher's Handbook









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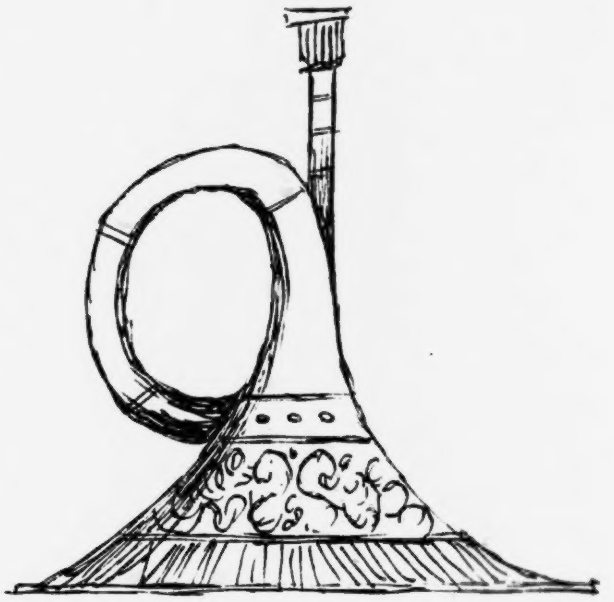
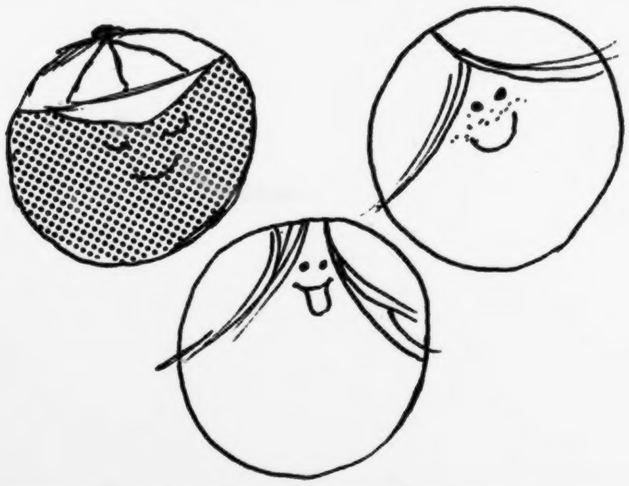
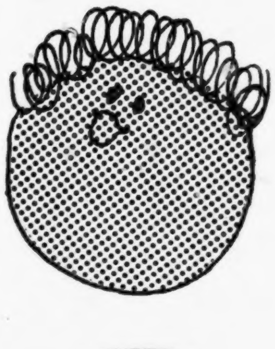
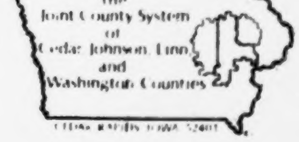
Teacher's Handbook

November 1969









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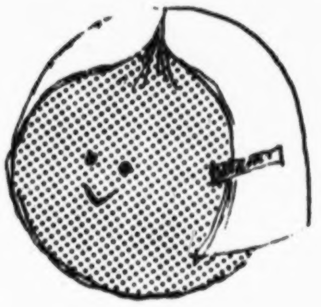

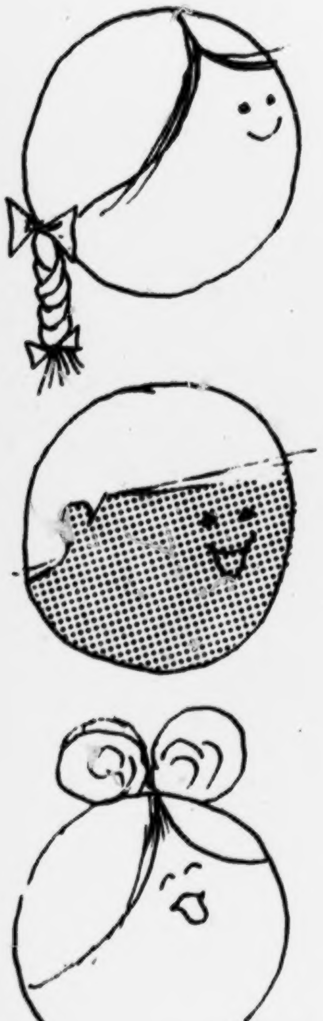

The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions at The University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

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INTRODUCTION

This guide is compiled to help you incorporate music--singing games, group singing, records, use of rhythm instruments, formal instruments (the autoharp, melody bells, tone resonator bells, chord organs, etc.) and other music games--throughout the day. Often the singing of a counting song will make learning addition or subtraction a lot more fun. Learning rhyming words can be more enjoyable when suggesting words that rhyme with other words in a song. Beating a drum along with a record of Indian music, or sending messages by the beat of a drum makes the study of Indians come to life. Of course, you can hardly study Indians without the children wanting to wear costumes, which may lead to an Indian play. Be sure to use music!

Suggestions are given on presenting and teaching songs to your children. Additional suggestions are also given with each song to help make the presentation more interesting. You may think of many more ideas yourself. You may want to use all or none of the suggestions. Whatever works the best for you and for your children, is the best teaching method.

The songs included in this handbook are representative of some of the songs that might be used with your children. Very familiar songs such as *My Country 'Tis of Thee, Silent Night,* or *Ten Little Indians,* are not included because you can obtain these songs in almost any community songbook, children's book of songs, or you may even be able to draw upon your knowledge of songs and teach them to your children. Teach them as many of the familiar songs as you can. A knowledge of many of the familiar songs makes the children more socially acceptable when they are singing with their family and friends.

The suggestions of records, films, and rhythm instruments are also in no way complete. Many more are available for use with your children from record and film companies and instrument supply houses.

A section is also included on how to make simple rhythm instruments and tuned bottles. Your children will have fun bringing things from home and making their own instruments in school. By making and valuing their own instruments they will also be more careful in their handling of other people's instruments.

By dramatizing songs, using finger-play and counting songs, involving children in action songs using large and small motor muscles, using rhythm and other informal instruments, you are making the songs more interesting and increasing the attention span of your children.

Remember, music should begin on a simple level and expand with the growth of the child. Musical ability is acquired at a slower pace with retarded children; thus, the experiences need to be repeated more often and in many different ways. Music can be learned and enjoyed through the use of games and play.

Many classroom teachers hesitate to include music activities because they feel incompetent to teach music--not because they dislike music. If you enjoy music then we hope this handbook will help you to feel competent to teach your children how to enjoy music too.

GENERAL GOALS IN TEACHING MUSIC TO THE EDUCABLE MENTALLY RETARDED

Four main areas of growth and development should be considered in which music activities will directly or indirectly aid all children.

1. Mental Health
    - a) Developing a feeling of participation, belonging, and achievement

      Example: *singing, playing instruments, music games.*
    - b) Providing an acceptable outlet for physical and emotional tensions

      Example: *running, marching, skipping and walking to music, playing rhythm instruments.*
    - c) Developing poise and self-confidence

      Example: *singing or playing instruments alone or in a group.*
    - d) Expressing feelings

      Example: *listening, singing, moving to music, playing instruments.*
2. Social Development and Adjustment
    - a) Group participation

      Example: *songs, musical games, playing rhythm instruments.*
    - b) Following directions

      Example: *for dancing, singing, playing instruments, etc.*
    - c) Extending attention span

      Example: *playing instruments, clapping, singing, marching, etc.*
    - d) Sharing and taking turns

      Example: *playing instruments, being "it" in music games, individual or small group singing.*
    - e) Role-playing and dramatization

      Example: *acting-out rhythms, animal movements, finger-play songs, puppetry.*
    - f) Developing self-discipline and self-control

      Example: *handling musical instruments, records, and other materials properly.*
3. Language Development
    - a) Developing auditory discrimination and memory

      Example: *listening and remembering like and different phrases, rhyming words, various rhythms, etc.*
    - b) Learning speech sounds and associating them with action, direction, and objects

      Example: *rhyming words, action songs, associating up and down, high and low, with music concepts.*

c) Increasing vocabulary and rote learning

Example: *learning new songs, learning songs by rote, learning stories about the songs.*

4 Physical Development--Motor and Muscular

a) Using large and small muscles

Example: *body action songs, dancing, playing instruments.*

b) Aiding coordination

Example: *body action songs, dancing, playing instruments.*

c) Developing sense of rhythm and tempo

Example: *clapping, tapping, playing instruments, marching, dancing.*

d) Learning to control movement

Example: *dancing, playing instruments, running, marching, skipping, walking to rhythms, singing.*

e) Developing basic physical skills

Example: *skipping, running, walking, marching, swaying, arm swinging, clapping and finger dexterity.*

Rhythm, singing, playing informal instruments and listening activities are highly adaptable and lend themselves to specific needs of the mentally retarded child Music is easily correlated with other subjects and provides the concrete experiences needed by children who are not able to grasp abstract ideas.

Songs should be simple, with repetition of melody and words Singing, games, and dramatizations where children can respond with bodily movements aid in creative expression Rhythmic actions that utilize large body movements encourage free interpretation

Music can be the one unifying activity in the teaching day, as every child can participate in one way or another Several short and varied music periods during the day can do much to release tensions and help combat restlessness

Your most valuable teaching aids are enthusiasm and evidence that you enjoy music Children will enjoy the varied activities in music and learning will result Remember not to be discouraged when the teaching of music does not seem to result in the desired learning The child may be absorbing and learning more than his responses reveal

You do not have to be a musician to teach music to children Use many of the simple tunes that everyone knows You may prefer to use a record rather than a piano or an autoharp, or you may prefer to sing without the use of instrumental accompaniment

SAMPLE: UNIT LESSON PLAN

This is a sample lesson chosen from **Life Experience Starter Unit, Set #1,** Summer, 1968, published by the Special Education Curriculum Development Center, and within the basic lesson plan on "School Orientation," Primary level, pages 31-34, which music has been incorporated to correlate with the other learnings concerning friendship. Use of related songs, records, etc., provides purposeful learning (of which the children may or may not be aware), enjoyment, relaxation, and learning about music.

OBJECTIVES	**ACTIVITIES**	**RESOURCE MATERIAL**	**EXPERIENCE CHART**
(1st day) To realize the values and responsibilities of friendships; to encourage the development of friendships among classmates and teachers. 1. Enjoying doing things with friends.	1. Sing the *Morning Greeting* song after the children assemble in the classroom. See if they can answer "good morning" on the same tones.	Autoharp Song: *Morning Greeting,* Page, 26	Keep a daily chart noting the weather.
	2. Play a guessing game--have children make up riddles about their friends. For example, "I am thinking of a friend with a red dress on. Who is my friend?"	Song: *New Clothes,* Page, 30	
	3. Discuss why we like our friends, what makes them good friends, what we enjoy doing with our friends, etc.		As the children say their riddles about their friends record some of them on a chart so the class can talk and sing about their friends throughout the day. (Picture of two children playing together)

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	4. Read book: **A Friend Is Someone Who Likes You.**	Book: **A Friend is Someone Who Likes You;** Joan Walsh Anglund: Harcourt, Brace & World Inc.: N.Y.; 1958.	Friends A friend is somebody you like. They like you too. It is fun to play with our friends. Friends make us feel good.
	5. Seatwork: Make a mural about friends. Have children depict scenes showing ways friends have fun together at school, at home, on the school bus, in the neighborhood, etc. Entitle mural: Friends Have Fun Together.		
	6. Teach song: *My Own True Friend*	Song: *My Own True Friend,* Page 32	
	7. Vocabulary: friend, fun, together, music, share, with, true		
(2nd day) To realize the values and responsibilities of friendships; to encourage friendships among classmates and teachers.	1. Greet the children with the *Morning Greeting* song.	Autoharp. Daily weather chart.	(Chart of centers of group activity)
	2. Before class time, record on the tape recorder several story situations, stressing consideration of others' feelings, belongings, interests. For example: "Jimmy's birthday was on Saturday. He got a very special birthday present--a yellow dump truck just like he's wanted for a long	Tape recorder	Being a Good Friend We don't want to hurt other people's feelings. One way to make people feel good is to do things they like to do. We should be careful with things which belong to other people.

OBJECTIVE	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	time On Monday he brought the truck to school in Sharing Time. During the day some boys were playing with it and it got broken." 3. Play recording for children, then discuss the story by asking such questions as: "How do you think Jimmy feels?" "How do you think the truck got broken?" "How do the other boys feel?" What should Jimmy do?" etc. 4 Through discussion bring out that we must ask permission before playing with someone else's things; that someone's own belongings should be handled with care; personal belongings should be kept in a safe place at school; but even when children are careful accidents may happen Discuss the children's feelings and why Jimmy may be hurt, etc.		

OBJECTIVE	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	5. Review songs learned yesterday, *My Own True Friend,* and *New Clothes.* Ask Susan or Johnny if they notice anyone in the class with any new clothes that the class could sing about. Ask the children to be thinking of other things they like to do with their friends to add verses to sing *My Own True Friend,* tomorrow.	Rhythm instruments, other items that might give children ideas of doing things with their friends such as a book, letter to mail, telephone to call a friend, etc.	
	6. Read books: **Love is a Special Way of Feeling** and **I Need All the Friends I Can Get.**	Books: **Love is a Special Way of Feeling,** Joan Walsh Anglund: Harcourt, Brace & World Book, Inc.; N.Y.; 1960. **I Need All the Friends I Can Get,** Charles M. Schultz; Determined Productions, Inc., San Francisco, Calif.; 1964.	
	7. Write experience chart. Read orally.		
	8. Seatwork: Worksheet with two columns. Headings- School Things and Things That Are Mine. Have children draw pictures of five things that belong to the school, and five things that belong to them.	Chart paper Paper Crayons	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	9. If anyone has a birthday today (or even if no one has a birthday, the children always love to learn a new birthday song so they will be prepared when their friends or family has a birthday) teach them the question-answer and tone matching song, *Whose Birthday is Today?* 10. Vocabulary: feelings, belong, hurt, letter, telephone, birthday.	Song: *Whose Birthday is Today?* Page 34 Autoharp Birthday "treats"	
(3rd day) To realize the values and responsibilities of friendships; to encourage friendships among classmates and teachers. 2. Finding solutions to disagreements among friends.	1. Sing the *Morning Greeting* song. Encourage the children to sing it to some of their friends noting and singing about the kind of day it is today--sunny, rainy, cloudy, etc. 2. Review previous lessons by reading experience charts, Friends and Being a Good Friend. Discuss that even among very close friends disagreements or arguments will probably arise. Talk about how such arguments can be settled, e.g., try to stop feeling angry; say, "I'm sorry"; both agree to follow the	Autoharp Daily weather chart Experience charts	

OBJECTIVE	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	rules or share or take turns; both give in a little; if necessary stay away from each other for awhile, etc		
	3. Dramatize situations in which children show how they might settle their problems. For example, "Susie and Janie were playing jump-rope at recess. Susie says Janie missed a jump, but Janie says she didn't."		Picture of children arguing.
	4. Read book: **Let's Be Enemies.**	Book: **Let's Be Enemies:** Janice Udry; Harper and Row, N.Y., 1961.	Fights - Sometimes friends have fights or arguments.
	5. Write experience chart. Read orally.		
	6. Seatwork: Draw "before" and "after" pictures. Show in first picture how people look when they're having an argument; in second picture, how they look when they've settled their problem. Have children tell their pictures.	Chart paper Newsprint Crayon	We should do what we can to try to feel happy again.
	7. Review the new songs learned in this section of the unit: *Whose Birthday is Today?* (Sing especially	Autoharp Rhythm instruments	

OBJECTIVE	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	if someone in the class has a birthday today), *New Clothes* (if it seems to be learned well enough by the children, play the circle game suggested on page 31), and *My Own True Friend* (see if children thought of things to do with their friends that they can sing about today. Maybe some rhythm instruments can be added). Ask the children which song they like the best. 8. Vocabulary: argument, fight, problem, enemy.		

PRESENTING AND TEACHING THE SONG

PRESENTING THE SONG

When presenting a song to your class, begin by telling what the song is about and explain any difficult words. While some background is necessary to establish interest keep this part of the presentation brief. If possible, choose a song which correlates with another subject which you may be teaching; such as in teaching number concepts, *Five Little Alligators,* page 9, **Sharing Music** (Grade One). Then you can either sing the song, play the recording, or both.

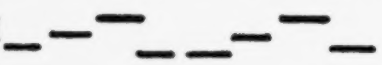
If you sing the song, sing it with as much expression as possible in order to establish the mood. If you use an accompaniment, play a short introduction in order to establish the key, rhythm and tempo.

If you are singing the song without accompaniment, get the beginning pitch from an instrument or pitchpipe. In either case, sing to your children and maintain eye contact with them.

TEACHING THE SONG

In order for your children to learn a song, they will need to hear it sung or performed a number of times. This, of course, will depend upon the length and difficulty of the song.

After the children have listened closely to the song several times let them sing along on whatever parts they remember. If the song is a somewhat longer one or a more difficult one, you can use the "listen and sing" approach in shorter sections. Don't dwell too long on any one part as the children will lose interest.

When your children have difficulty remembering a certain tone pattern, use up or down hand levels or line notation on the chalkboard () to help them learn how the melody moves.

If the rhythm is giving your children a problem, use line notation on the chalkboard (short lines for short notes, longer lines for notes held longer), clap the rhythm for them, or let them clap the rhythm while you sing or play the recording.

You should mention some of the music details in the song such as repetition of tone patterns or phrases, passages that move by skip or step or even and uneven rhythm. These details help the children to learn the song more quickly and aid in the formation of some basic music concepts.

Work for expressive singing by discussing the mood of the song and why you are singing it. When you sing the song use good enunciation so that your children will use this as a model when they sing.

Above all else, you must enjoy the song. If you show your enthusiasm, the children will enjoy learning the new song. As soon as their enthusiasm begins to wane, move on to a familiar song or to another activity and come back to the unfamiliar song later.

USING RHYTHM INSTRUMENTS

The process of developing a sense of rhythm and using rhythm instruments is both an enjoyable and an important part of music activities. Everyone is born with a sense of rhythm, and this sense can be developed.

If you believe that you don't have a sense of rhythm, select any children's rhyme that you know and mark the beats on a drum. You will find that this is done easily and will give you the confidence to see that this is exactly the same kind of rhythm found in all music. Let's take a rhyme or two and underline the words with the strong beat.

Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow.

Peter, Peter, Pumpkin Eater;
Had a wife and couldn't keep her;
Put her in a pumpkin shell,
And there he kept her very well.

Use several rhymes with your children and have them chart the rhymes together. Then, as they chant, have them clap or march to the beat. After they have done this many times, perhaps some who feel the beat fairly well could use a drum or rhythm sticks while the rest chant and clap.

Let the children get used to hearing and using one instrument at a time. Play records that have a strong beat and let the children move to the rhythm of the music by walking, marching, skipping, galloping, swaying their arms, clapping, and playing the instruments. Select music with varying kinds of rhythm and mood--fast, slow, quiet, loud--so the children learn that there are different kinds of music.

Have a variety of informal rhythm instruments available for the children to play, and let them experiment with all varieties of sounds. Instruments such as small drums, hand cymbals, triangles, wrist bells, rhythm sticks, tone blocks, sand blocks, maracas, and finger cymbals are informal instruments which are inexpensive and can be used to accompany singing, listening to records, chanting rhymes, and performing other rhythmic activies. Use only two or three different instruments for a song.

Both hands should be used in playing rhythm instruments. That is, when using instruments that seemingly need only one hand--such as tambourines, maracas--the instrument should be held in one hand and tapped in the palm of the other hand, or against a stick held with the other hand. It is difficult for mentally retarded and normal young children to shake one hand in a rhythmic manner. The contact with the other hand establishes control and aids in coordination.

Let the children make their own instruments. Simple rhythm instruments can be made by using materials your children have brought from home. Here are a few ideas on how to make informal rhythm instruments.*

Drum

Body: nail keg, cheese box, large tin can, salad bowl, pie plate.
Head: inner tube rubber, leather, heavy wrapping paper, parchment paper.

Rattles

Gourds: wooden spoons, small funnels, cans or ice cream cartons and corn; potato masher or paddle, pop sticks and bottle caps.

Tambourine

Two paper plates pasted together or tin pie pans and bottle caps.

Blocks

Wooden, with or without paper glued on.

Rhythm sticks

Scrap wood, rulers, pencils, drum sticks.

Cymbals

Tin pot covers.

Gongs

Scrap metal, plow discs, pie pans (two together).

Chimes

Nails hung by string from stick, horseshoes, various sized wrenches.

Xylophones

Wood nails, bottles or glasses with water.

Bells

Hand bells on leather strap, sleigh bells.

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Triangles

Chrome steel.

Many books on rhythmic activities and handicrafts include sections on making rhythm instruments and other kinds of instruments such as tuned flower pots, tuned bottles, stringed instruments made out of shoe boxes, and so forth.

Making instruments can be as simple or as complex as your children's abilities. They will get a great deal of satisfaction from making their own instrument.

Listed below are some books which will give you ideas on making simple instruments:

Children Can Make It, Association for Childhood Education, 1200 - 15th Street, N.W., Washington, D.C., 1954.

The Arts in the Classroom, Natalie Cole, John Day, New York, 1940.

Creative Music in the Home, Satis Coleman, John Day, New York, 1939.

The Book of Bells, Satis Coleman, John Day, New York, 1938.

The Drum Book, Satis Coleman, John Day, New York, 1931.

The Marimba Book, Satis Coleman, John Day, New York 1930.

Guiding Children's Growth Through Music, Eileen McMillan, Ginn, Boston, 1959.

Basic Music for Classroom Teachers, Robert Nye and Bjonar Bergethon, Prentice-Hall, Englewood Cliffs, New Jersey, 1954.

Making Music Your Own, Beatrice Landeck, et al., Silver Burdett Company, Morristown, New Jersey, 1964. See pages 76 and 77 on Tuning Bottles.

Let's Teach Music, Maurine Timmerman, Summy-Birchard, Evanston, Illinois, 1958.

PLAYING THE AUTOHARP

The autoharp is an easy instrument to use for accompanying songs. Many of the songs included in this handbook have the autoharp chords marked. Once you learn how to play the autoharp you might want to use it much of the time instead of the piano.

Even the children can learn to play the autoharp. Let one child do the strumming while the other presses the buttons.

There are only four directions you need to know to learn to play the autoharp.

1. You may hold the autoharp on your lap or place it on a table, straight side toward you.
2. The fingers of the left hand press the buttons down while the right hand strums the strings either on the right or left side of the buttons. Strumming the strings on the left side of the buttons gives a better tone. You can use either a pick or your fingernails to do the strumming.
3. Press one button down at a time firmly. If the song is in the key of G, put your left index finger on the button marked G-major. The other two chords occurring often in that key will be D-seven and C-major which fall naturally under the second and third fingers. This same arrangement is true for other keys as well.
4. Strum from the bottom to the top of the instrument and stroke across all the strings. It is best to strum to the main beats of the song rather than to the rhythm of the melody. For example, if a song has two beats in each measure, then strum evenly 1, 2; 1, 2; etc. After you get accustomed to using the autoharp you can add variety to the rhythm. The children will be able to sing better with a simple accompaniment.

LISTENING ACTIVITIES

One of the best activities for building an interest in music is listening to music the children make themselves and to music made by others.

One of the best ways of listening to music made by others is with recordings In choosing recordings for your children start with selections that have immediate appeal to the age level you are teaching as well as lasting value Primary children like music that has rhythm. Since they don't want to sit still when this kind of music is being played, they will probably be on their feet much of the time. As they are listening, encourage them to move to the rhythm of the music Older children will enjoy folk music and dances from other countries as well as stories about instruments in a band or orchestra

The phonograph you use should have good tone quality and be able to be manually operated so that you can pick up the needle at any spot in the record at any time.

A list of suggested records is included in the appendices On a limited budget, the purchase of music with lasting value may be a better investment than current popular music. Children can often help increase your repertory of records by bringing some of their favorites from home for a few days.

Another valuable aid in learning about music, instruments, operettas, song-stories, etc., is by using sound films and filmstrips with records. Schools that have projectors can buy or rent films from various sources. Many universities have film libraries as part of their service from which schools can secure films on a loan basis at a nominal cost.

Listening to recordings constitutes only a part of the resources available for listening activities. Does your school have a band, orchestra, or chorus? Perhaps some of the musicians could come into your room and demonstrate their instruments for the class A small instrumental or choral ensemble might give a short program in your room If the school band or chorus gives a concert, be sure your class attends. Usually, concerts performed for an elementary or junior high audience are short in length with the program being varied and interesting.

Encourage the children to listen to good music on the radio and television. Many FM stations broadcast fine music. If your local or nearby radio stations do not carry these programs, perhaps some local promotion and persuasion will bring worthwhile music programs into your area Watch for special music programs to be televised or broadcasted on the radio and announce these to your class so they will look forward to watching or listening to them.

How about talking and discussing music we hear and sing in church? Help your children to understand how it aids and enhances the worship service.

Take advantage of the resources in your own community. Invite local musicians in for short musical programs from time to time. For instance, if you are learning about folk songs, invite someone who sings folk music to come in and give a short program for your children. Perhaps he/she can teach a short folk song to your class.

Perhaps your school or class could organize a field trip to attend a special children's symphony concert in your city or a nearby city. If you live near any factories that manufacture pianos or other musical instruments, a field trip will be most educational and interesting for your children. Many of these factories provide tours for school-age children. Be sure to check with the factory beforehand to be sure they provide guides to explain the various manufacturing processes in a way children can understand.

Above all, don't forget to listen to each other in the classroom as music is performed. It is surprising to find how little has been done to build a listening attitude in the classroom through listening to music which the class itself is producing. Of course, don't expect perfection in the music your children produce, but much can be done through listening to improve their singing in tune, tone quality, enunciation of words, and general effect in singing and playing of instruments.

These are just a few suggestions to start you on the road to listening activities. Some of the ideas may fit your situation and others may not. The important thing is for you to try.

SINGING ACTIVITIES

FOR

PRIMARY LEVEL

SINGING ACTIVITIES FOR PRIMARY LEVEL

A. Specific goals for developing:

1. Appreciation
    - (a) to participate in musical activities with enthusiasm, pleasure, and satisfaction.
    - (b) to respond with feeling to various moods in music sung, heard, and played.
2. Competency
    - (a) to learn music of different types such as a lullaby, march, skipping music, etc.
    - (b) to decide if the melody moves up or down or stays on one tone much of the time.
    - (c) to demonstrate an awareness of high and low, fast and slow, long and short, loud and soft, even and uneven (rhythmically).
    - (d) to listen for tone patterns and phrases that are the same or different.
    - (e) to sing as well in tune as possible within the limit of the child's range.
    - (f) to sing with as accurate rhythm as possible.
    - (g) to learn to play some simple rhythm accompaniments with rhythm instruments.
    - (h) to play simple tone patterns on bells or piano keys.
    - (i) to participate freely in action songs and singing games.
    - (j) to respond to the rhythm of music the child hears by large bodily movements.
    - (k) to clap simple rhythm patterns to accompany song.
3. Music concepts
    - (a) of melody--high and low.
    - (b) of direction of melody--up, down, or stay the same.
    - (c) of rhythm--fast or slow, even or uneven.
    - (d) of tones--long and short.
    - (e) of sounds--loud and soft.

B. Singing High and Low:

1. High tones
    - (a) "mew" like a kitten.
    - (b) "yip" like a puppy.
    - (c) "peep" like a baby chick.
    - (d) "squeal" like a pig.
2. Low tones
    - (a) "roar" like a lion.
    - (b) "croak" like a frog.
    - (c) "moo" like a cow.
    - (d) "growl" like a dog.

3. Extend the range higher and lower
   - (a) pretending to be a fire siren.
   - (b) pretending to be a police car siren.

4. Matching tones
   - (a) the choo-choo of a train.
   - (b) the whistle of a train.
   - (c) the beep of a car horn.
   - (d) the factory whistle.

5. Matching tones on different pitches
   - (a) "yoo-hoo"

     See the tones of the first two notes of "Lady, Lady," page 94 and sing this "yoo-hoo" pattern on various starting notes.
   - (b) "what is your name?"

     Sing any tone pattern you choose and have the children answer on the same pattern, "My name is (Mary)."

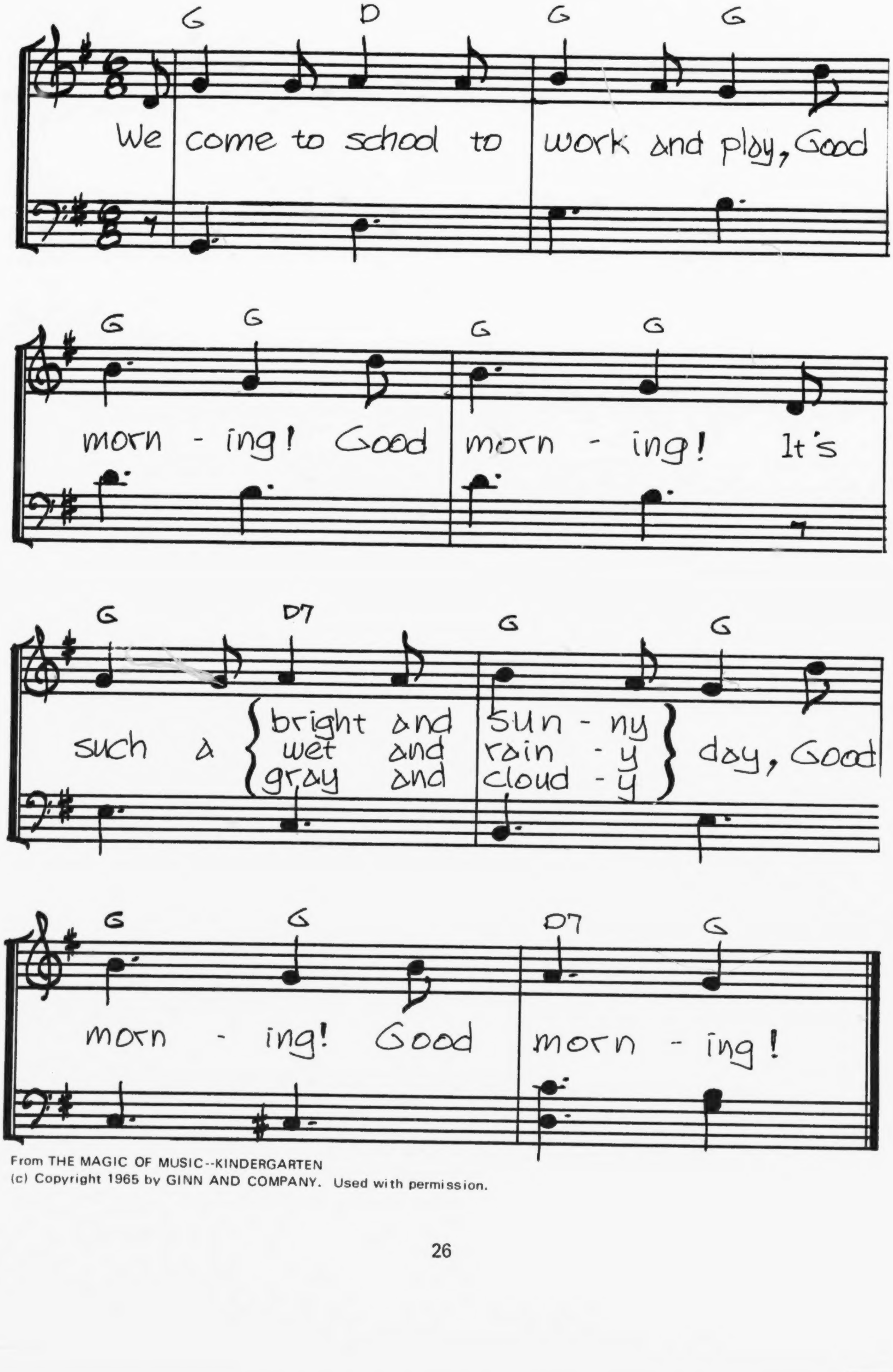
When helping the children to match tones you are singing, first have them imitate the pitch you sing to them. For instance, sing "hello" to each child and see if he can sing it on the same pitch as you did (choose any pitch between middle C and second space A of the treble clef staff). Quickly do this two or three times with each child. Those who have difficulty will be able to sing some pitch. Then you should match your pitch to his and work from that point in raising or lowering his voice so he can sing more notes.

The songs included in this handbook can be used to improve your children's voices as well as singing for enjoyment and learning other aspects of the world of music.

C. The songs:

The next several pages of music have added teaching suggestions.

Morning Greeting


G D G G
We come to school to work and play, Good
G G G G
morn - ing! Good morn - ing! It's
G D7 G G
such a bright and sun - ny day, Good
wet and rain - y
gray and cloud - y
G G D7 G
morn - ing! Good morn - ing!

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MORNING GREETING

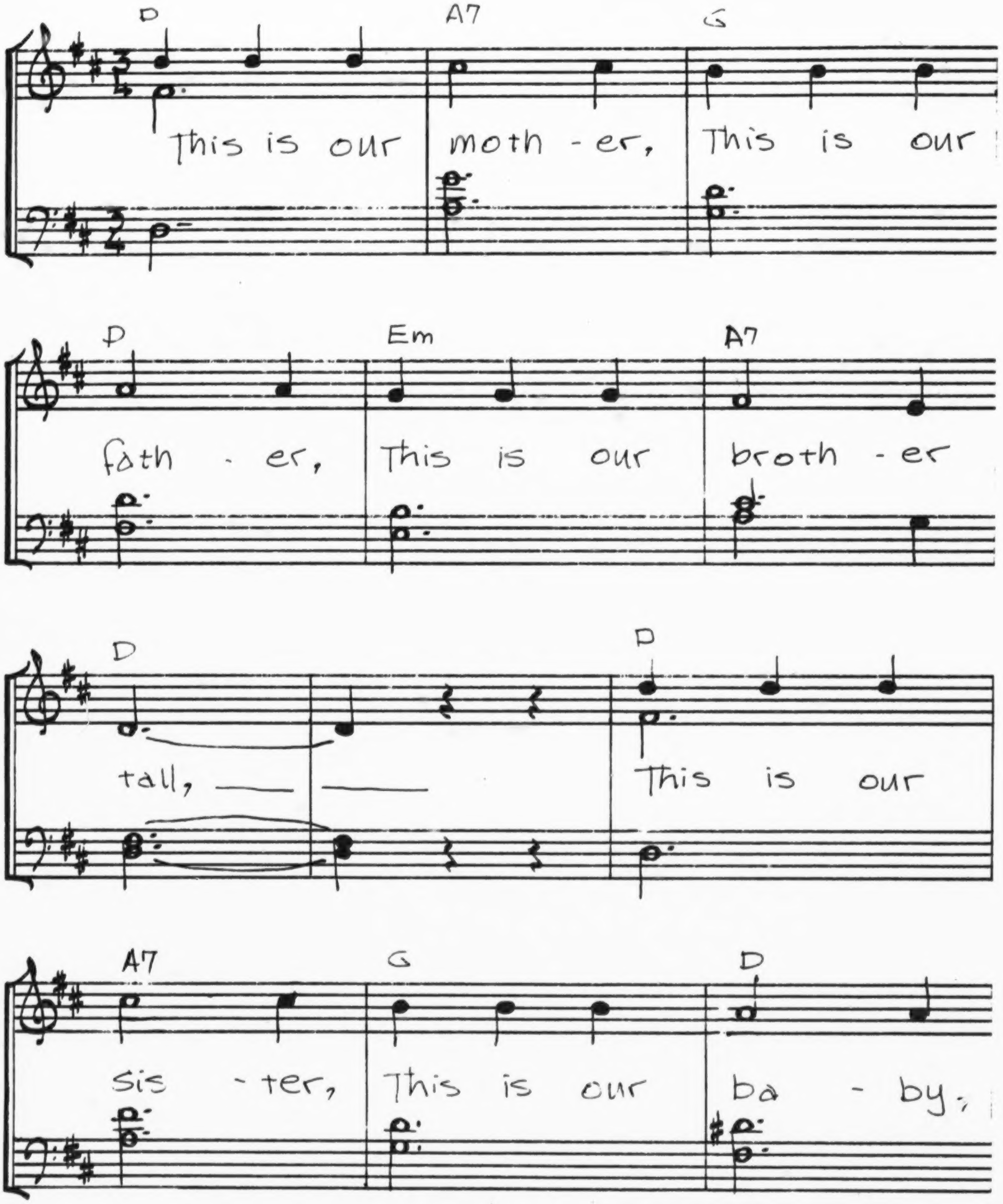
This is good to use when greeting your children in the morning.

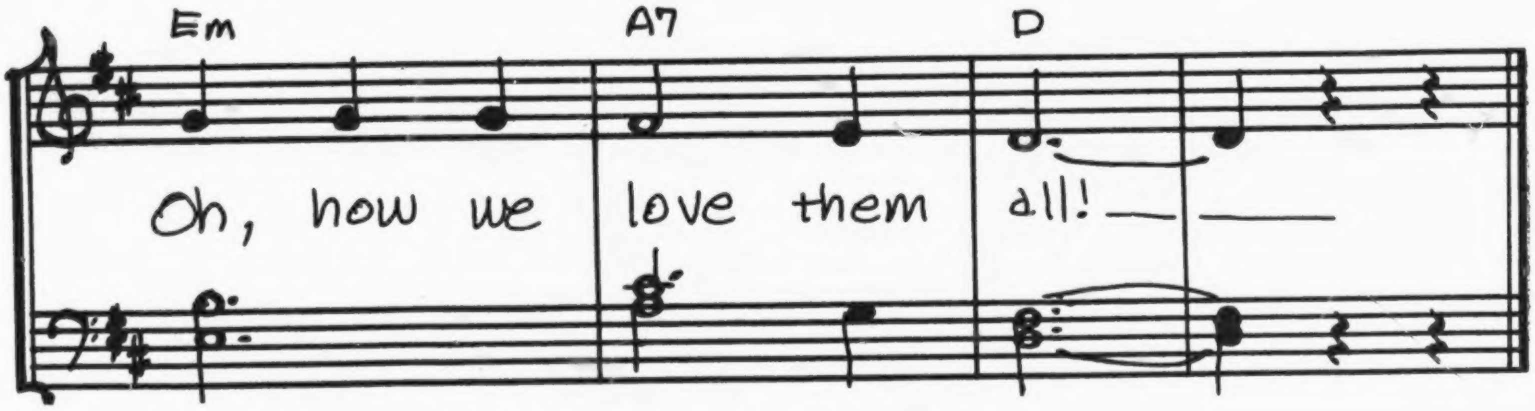
After you have sung the song, in order to help the children match tones, let them echo the *Good morning!* in the first line.

Some of the children may want to sing the greeting to their friends.

Units: School, Socialization, Weather.

The Family


D
A7
G
This is our mother, This is our
D
Em
A7
father, This is our brother
D
D
tall, This is our
A7
G
D
sister, This is our baby.



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THE FAMILY

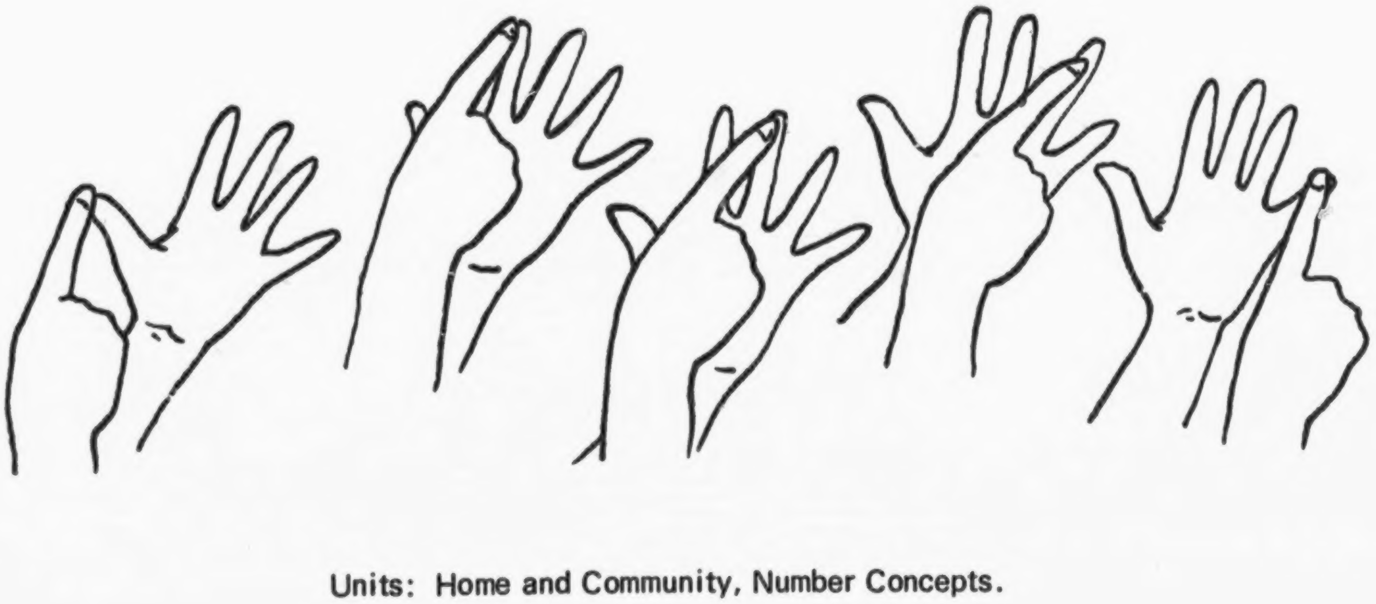
These two short phrases are exactly alike and the melody moves stepwise down the entire octave (eight notes of the scale). See if the children can tell if the music goes up or down. You might also see if they can tell if the music moves by steps or by skips.

This is a fingerplay game making the children aware of the family as a unit, just as the hand with each of its fingers is a unit. Starting with the thumb, the children point to each finger in succession on each of the phrases, *This is our mother, This is our father,* and so on.

Ask the children how many are in the family in this song. Addition and subtraction facts can be learned. For instance, if mother goes away for a visit how many are left?

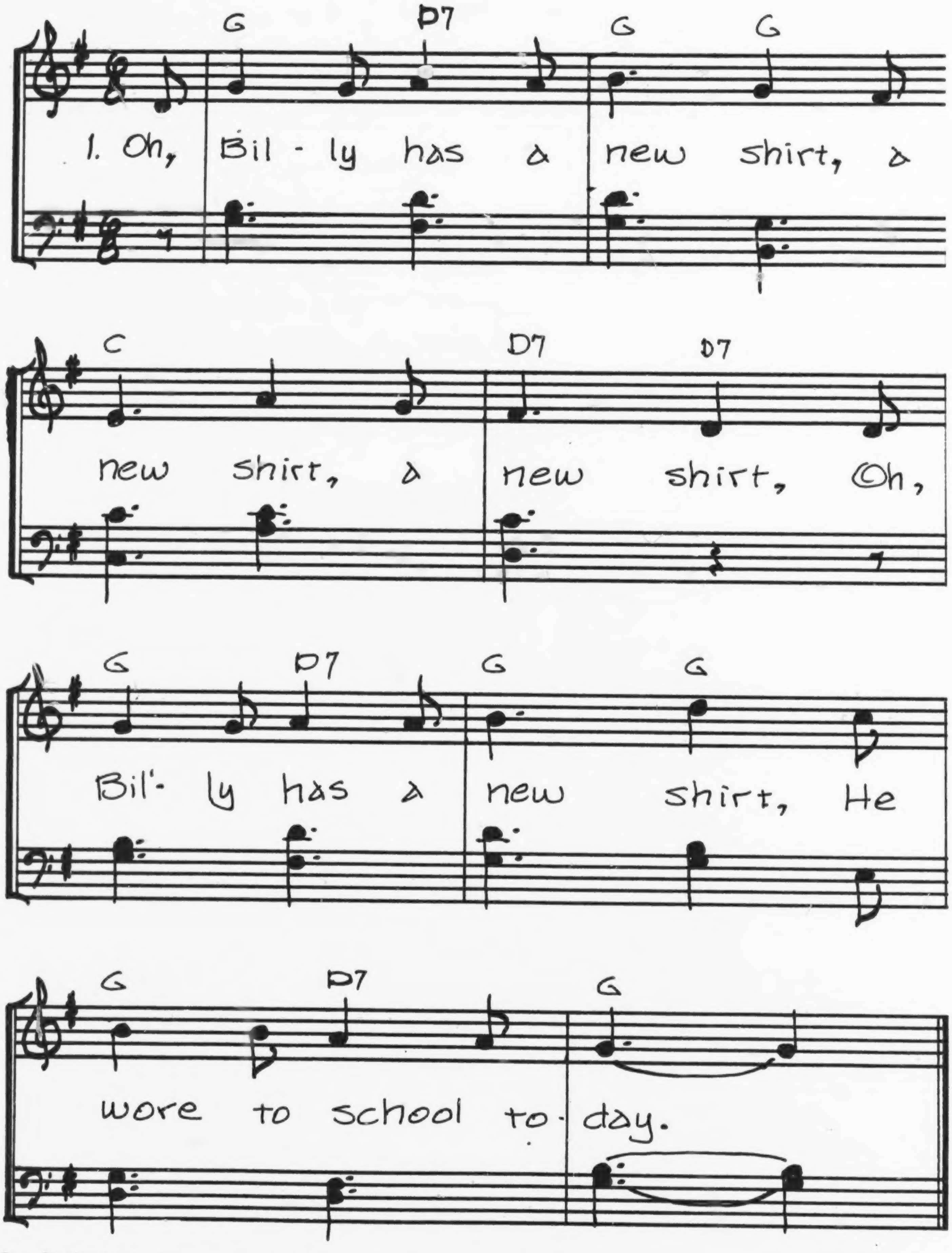
Ask the children how many are in their own families. Ask other questions similar to those in the preceding paragraph.

Have some of the children play rhythm instruments such as a drum, tambourine, triangle, or rhythm sticks on the first beat of each measure (all the heavier pulses).



Units: Home and Community, Number Concepts.

New Clothes


G D7 G G
1. Oh, Bil - ly has a new shirt, a
C D7 D7
new shirt, a new shirt, Oh,
G D7 G G
Bil- ly has a new shirt, He
G D7 G
wore to school to- day.

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2. Oh, Ellen has a new dress, etc.
3. Oh, Charles has some new shoes, etc.

An interesting variation is:

Oh, Billy has a new walk (jump, skip, hop, etc),
A new walk, a new walk,
Oh Billy has a new walk,
He'll show us all today.

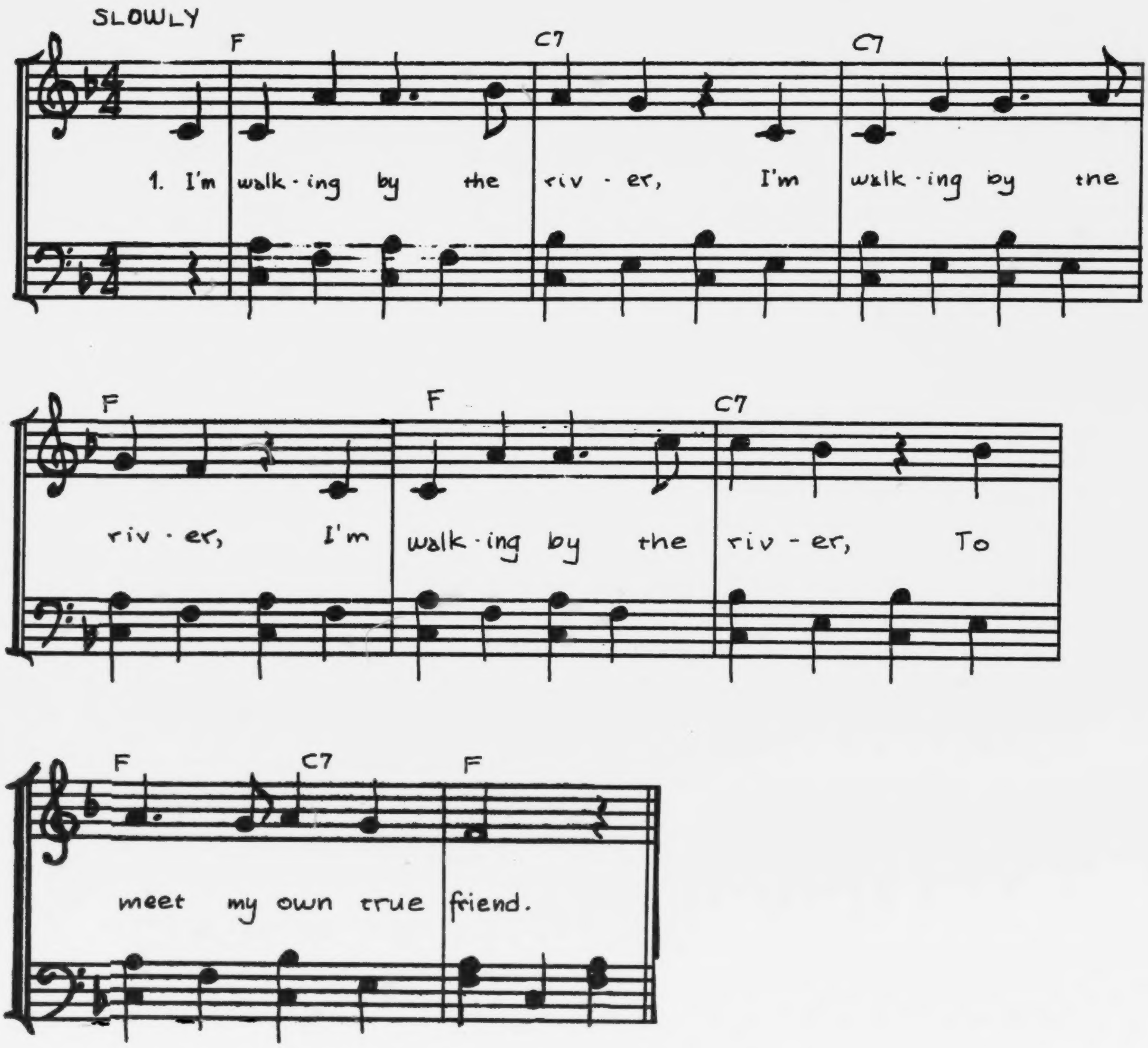
NEW CLOTHES

This is a song to use when you wish to give a child some personal, favorable attention.

Have the children form a circle and skip around the child they are singing about. The honored one could play a rhythm instrument accompaniment.

Units: Clothes, Friends.

My Own True Friend


SLOWLY
F
C7
C7
1. I'm walk-ing by the riv-er, I'm walk-ing by the
F
F
C7
riv-er, I'm walk-ing by the riv-er, To
F
C7
F
meet my own true friend.

From Meeting Music, Book One, (c) 1966. Used by permission of American Book Company.

2. I'm standing by the window (3 times)
To see my own true friend.

3. I'm going to write a letter
To send my own true friend.

4. I'm going for a visit
To see my own true friend.

5. I share my toys and playthings
With all of my true friends.

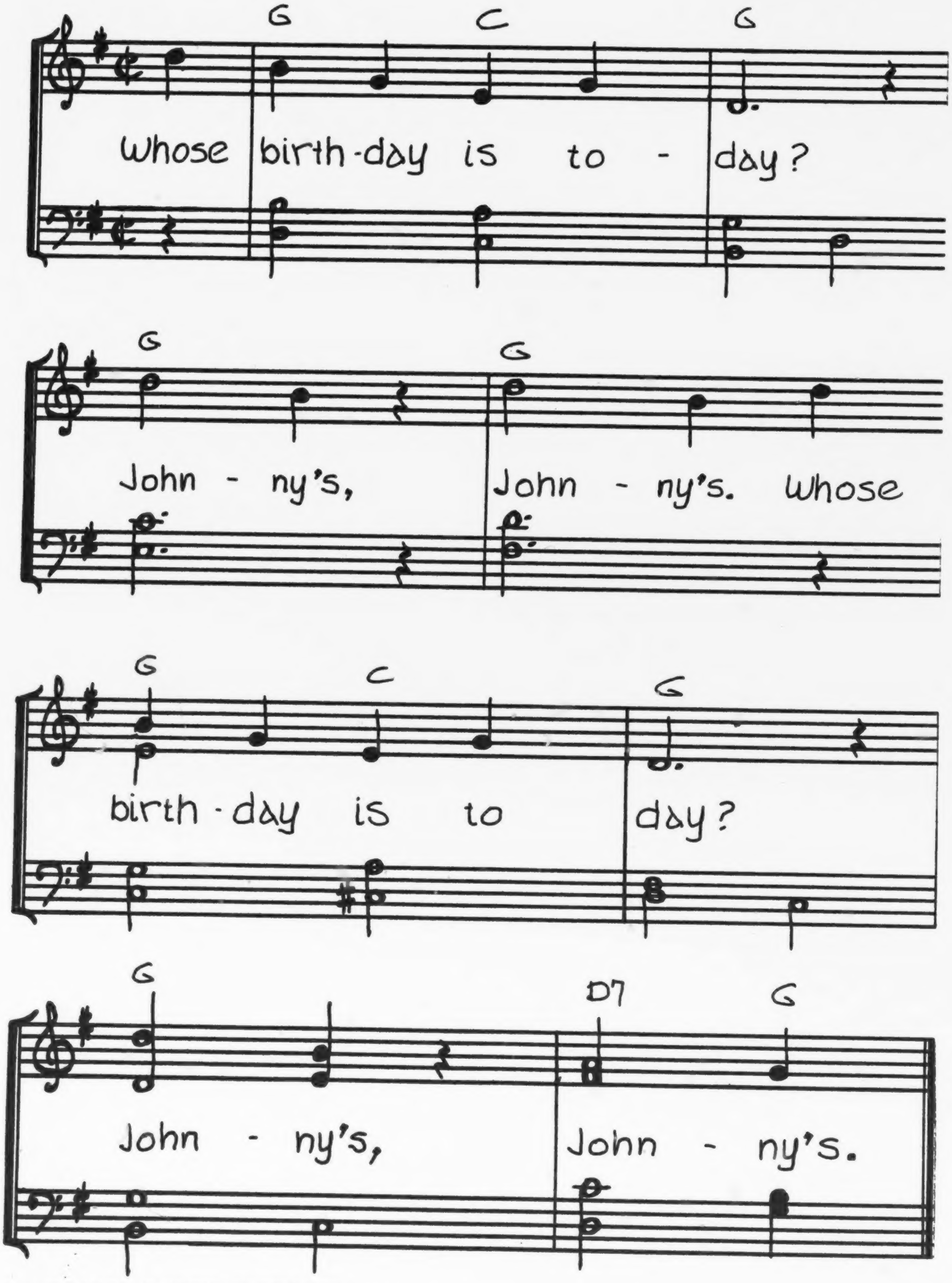
MY OWN TRUE FRIEND

After the children have learned all the verses, have them make up other verses of things to do with their friends.

To introduce rhythm instruments in the song, you might suggest additional verses such as "I'm going to play the sand block for all of my true friends" etc. Have the children who sing the verse play the instrument.

Units: Language (using action words).

Whose Birthday is Today?


G
C
G
Whose birth-day is to - day?
G
G
John - ny's, John - ny's. Whose
G
C
G
birth-day is to day?
G
D7
G
John - ny's, John - ny's.

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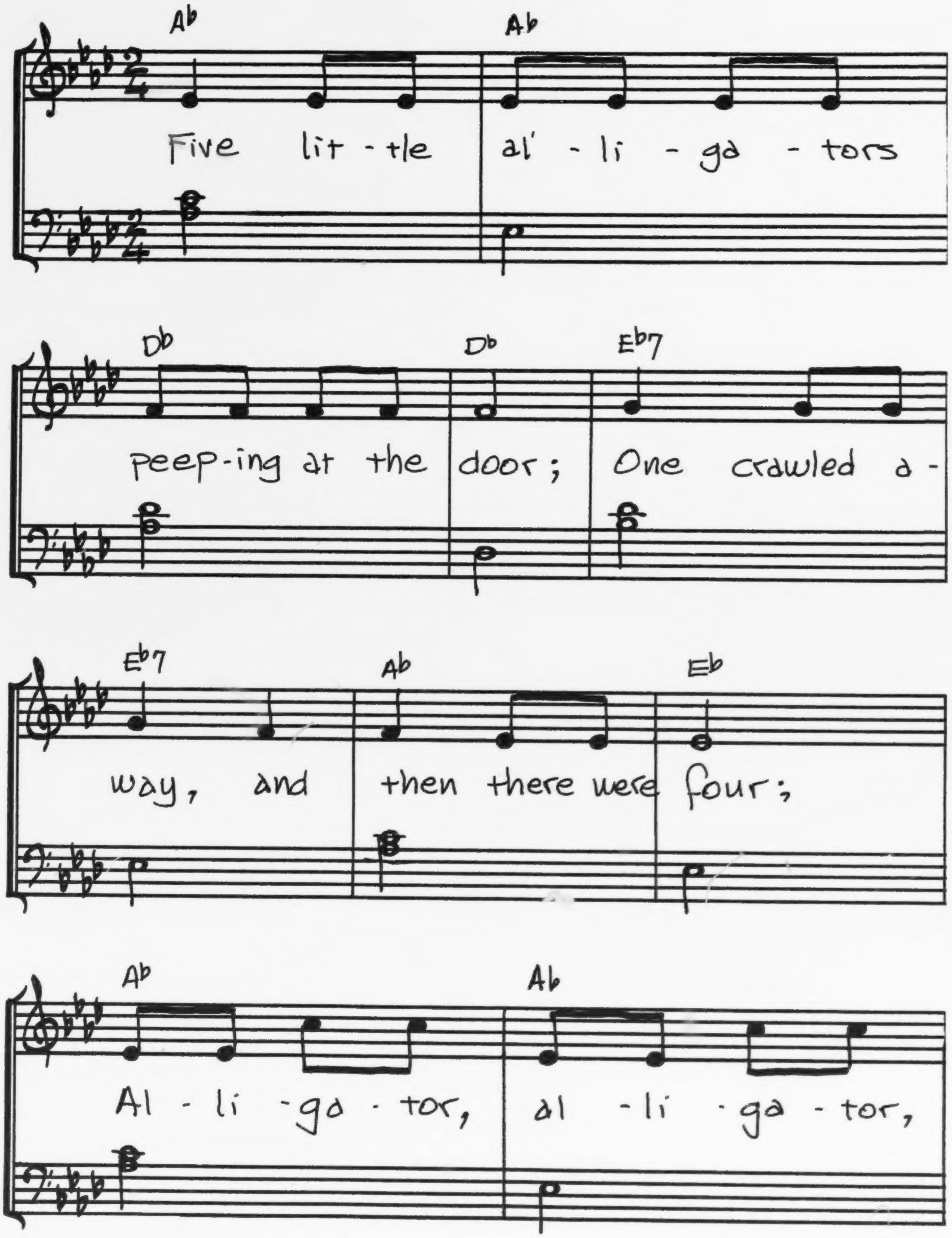
WHOSE BIRTHDAY IS TODAY?

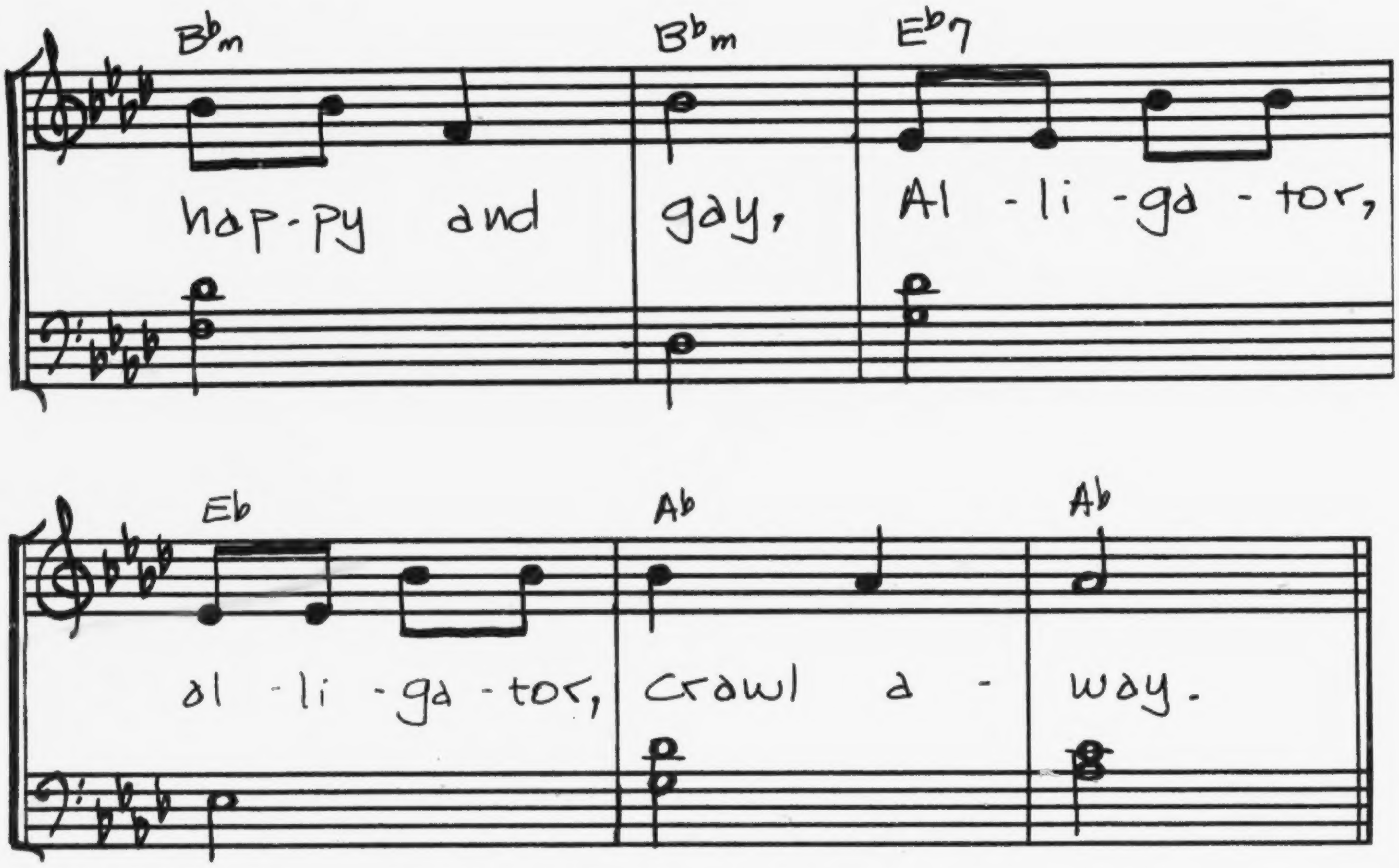
A good tone-matching question and answer game between teacher and children or between two groups of children.

Other words can be substituted such as: "What day is today?" or "What is the weather like?" and the answers may be "rainy" or "sunny;" or "Who is our President?" etc.

Units: Family, Science, Social Studies. A change of words can be applied to any other area of study.

Five Little Alligators


Ab
Five lit - tle
Ab
al' - li - ga - tors
Db
peep-ing at the
Db
door;
Eb7
One crawled a -
Eb7
way, and
Ab
then there were
Eb
four;
Ab
Al - li - ga - tor,
Ab
al - li - ga - tor,


B♭m
B♭m
E♭7
hap-py and gay, Al - li - ga - tor,
Eb
Ab
Ab
al - li - ga - tor, crawl a - way.

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FIVE LITTLE ALLIGATORS

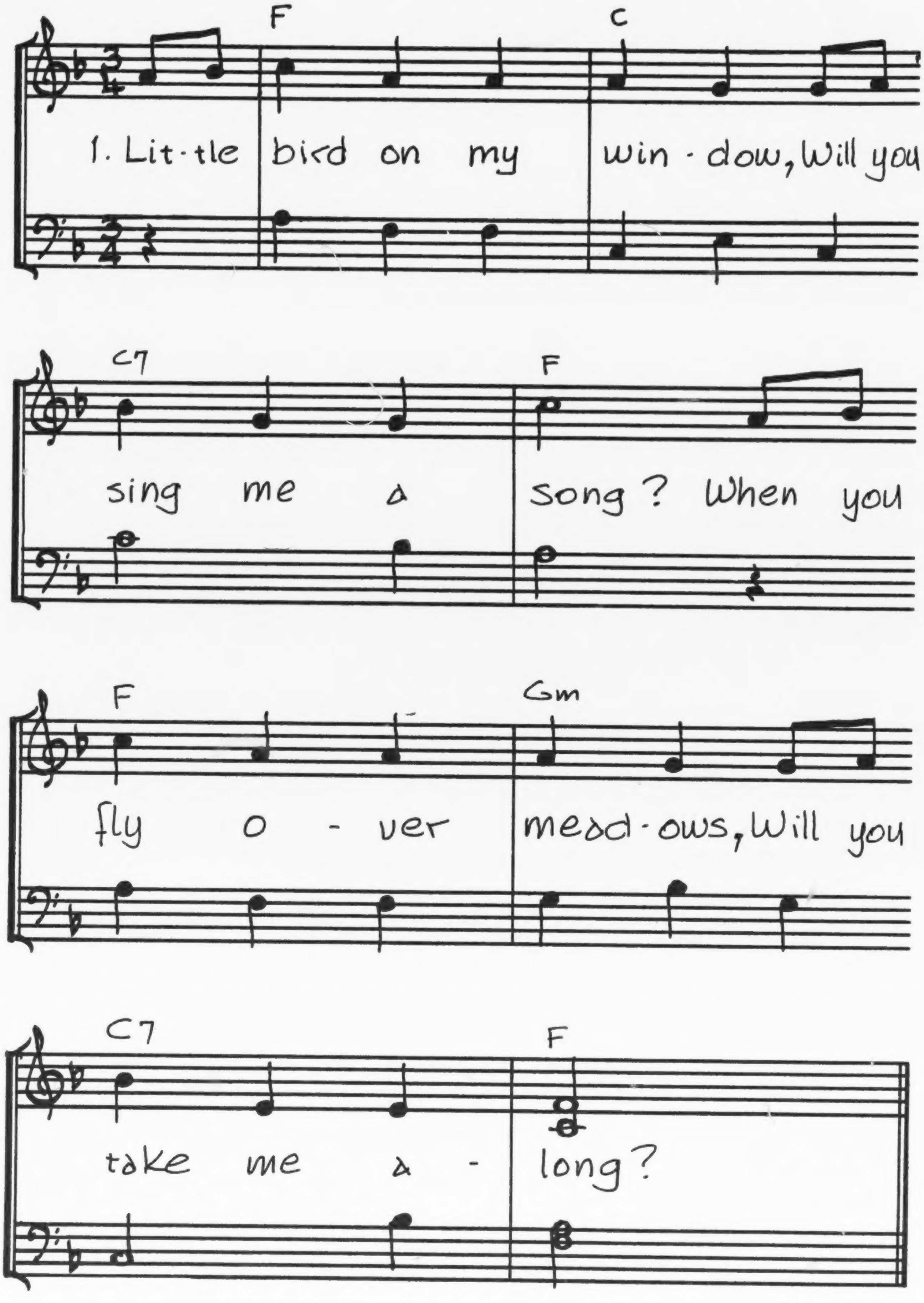
This gay melody about happy alligators can be fun to sing because it is also a "counting out" song.

Perhaps the children can think of other animals to sing about such as kangaroos, monkeys, or elephants; or how about other things such as steamboats, witches, or reindeer? "Five little witches" at Halloween time would suggest a slower tempo and a softer tone to indicate "mystery."

Other words can be made to rhyme and to make other addition and subtraction facts such as "Five little alligators peeping at sticks; one crawled in and then there were six." Or, "Two little alligators peeping at the door; two crawled in then there were four," and so on.

Units: Animals, Number Concepts.

Little Bird on my Window


F
C
1. Lit-tle bird on my win-dow, Will you
C7
F
sing me a song? When you
F
Gm
fly o-ver mead-ows, Will you
C7
F
take me a-long?

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2. There are beautiful flowers
I can see from my door,
But if I could go flying,
I would see many more.

3. So come back to my window,
Let your song never end.
I will tell you a secret,
You're a very good friend.

LITTLE BIRD ON MY WINDOW

Ask the children how they think the song should be sung. Would the title give any indication? Would they sing it like an elephant song?

Have the children sway with their whole bodies to the rhythm to get the feeling of the 3/4 time with the heaviest beat on beat 1. You, as the teacher, should sway along as you sing, so the children will do the same thing.

Both you and the children should clap on the heaviest pulse (1st beat).

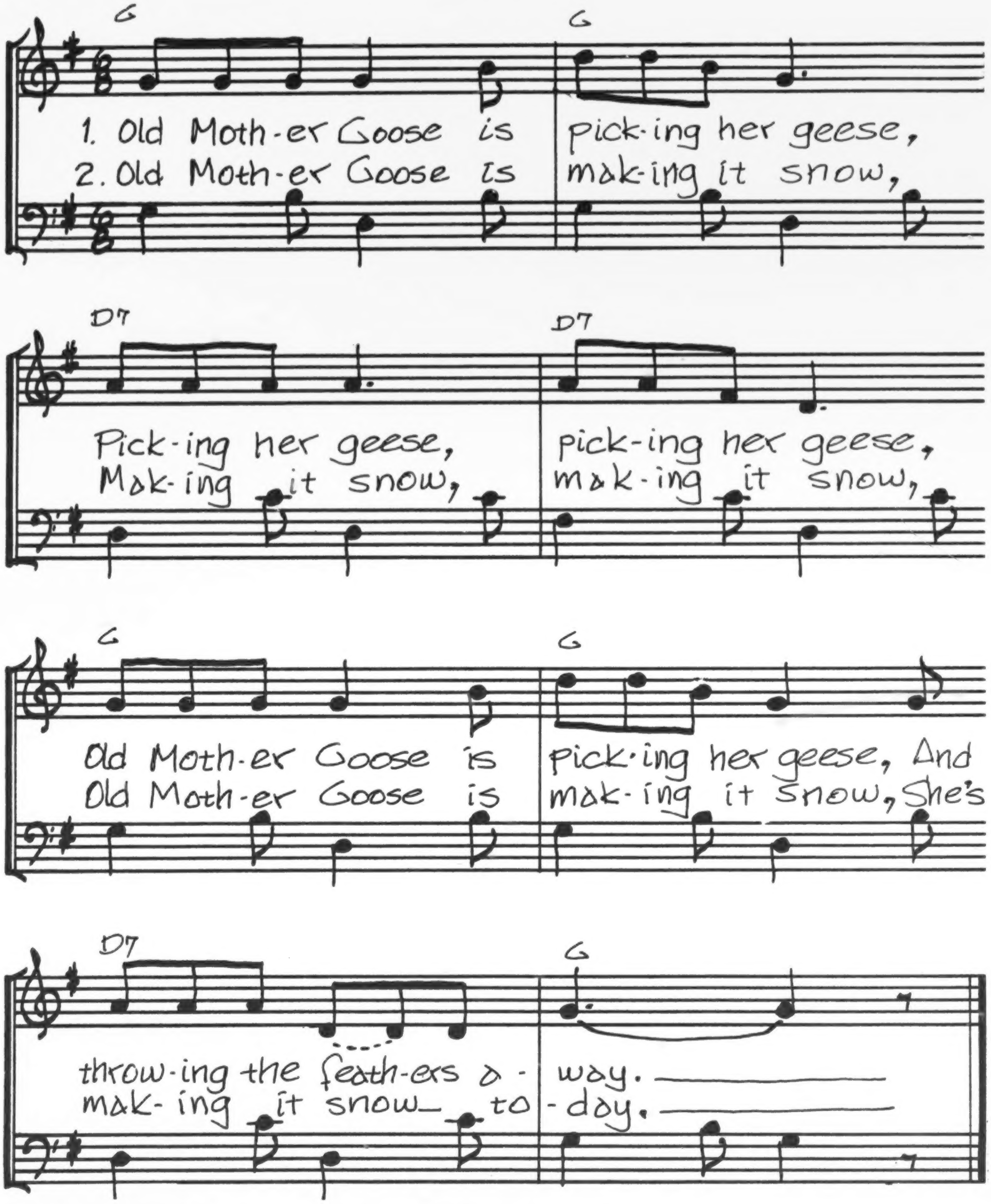
When enough children can clap or sway on the heaviest pulse, then you could lightly clap or tap the other two weaker beats in each measure.

After the song is learned, have the children clap heavier on the first beat and lighter on the other two beats (or clap-tap-tap).

Similar variations can be done with rhythm instruments using a wood block, rhythm sticks, or triangles.

Units: Animals, Birds, Nature.

Old Mother Goose


G
1. Old Moth-er Goose is pick-ing her geese,
2. Old Moth-er Goose is mak-ing it snow,
D7
Pick-ing her geese, pick-ing her geese,
Mak-ing it snow, mak-ing it snow,
G
Old Moth-er Goose is pick-ing her geese, And
Old Moth-er Goose is mak-ing it snow, She's
D7
throw-ing the feath-ers a - way.
mak-ing it snow to - day.

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OLD MOTHER GOOSE

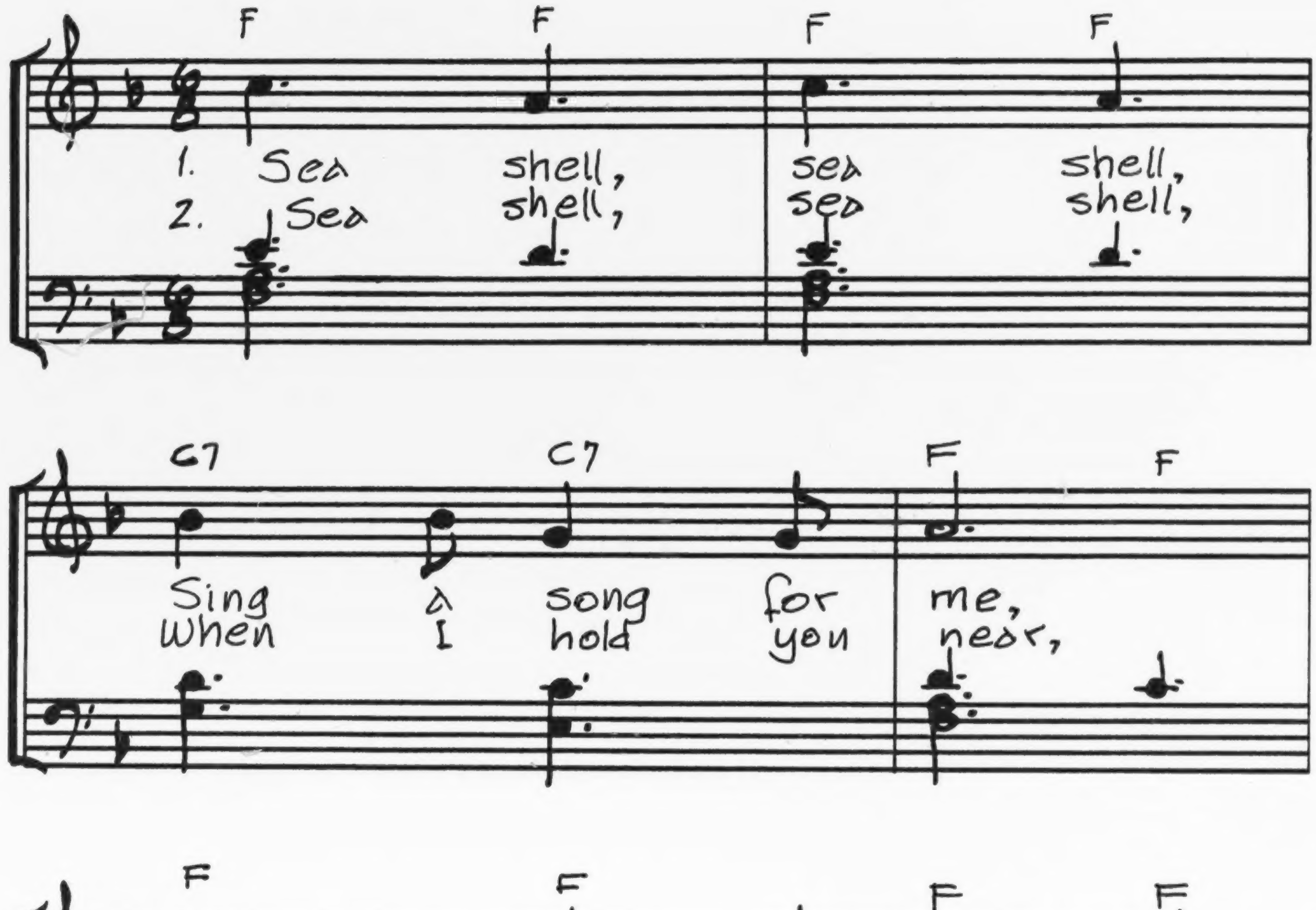
Explain to the children that in the Scandinavian countries there is a legend that snowflakes are the feathers that an old woman in the sky picks from her geese and throws away.

In this song the children can swing their arms to the rhythm of the music.

Show how the children can use their hands and fingers to depict *picking her geese, throwing the feathers away,* and *making it snow.*

Units: Nursery Rhymes

Sea Shell


F F F F
1. Sea shell, sea shell,
2. Sea shell, sea shell,
C7 C7 F F
Sing a song for me,
When I hold you near,
F F F F
Sing a bout the o cean,
I can hear the o cean,
C7 C7 F
Tell me a bout the sea.
Whis-per-ing in my ear.

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SEA SHELL

If you or any of the children have a sea shell or a sea conch, bring it to school so everyone can listen to the sound coming from it.

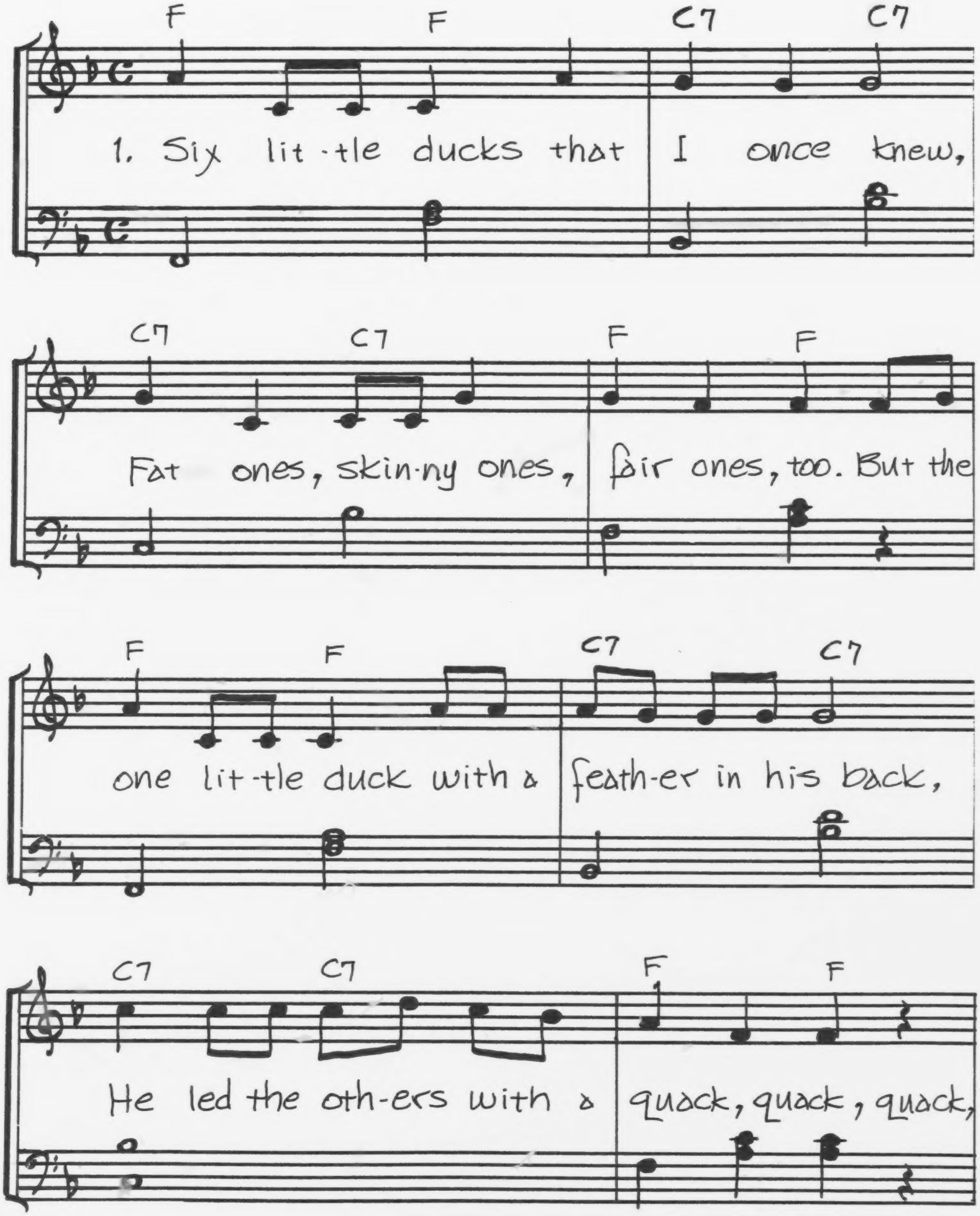
This song rises and falls like the waves of the ocean. Have the children show this rising and falling motion by arm movements. (Helps develop large motor coordination as well as a sense of rhythm and feeling of up and down.)

After singing the song to the children, ask them what they heard in the sea shell.

Read the following poem to the children; again asking them to show the rise and the fall of the waves as you are rereading the poem.

Units: Land and Sea, Rivers, Lakes and Oceans.

Six Little Ducks


F F C7 C7
1. Six lit-tle ducks that I once knew,
C7 C7 F F
Fat ones, skin-ny ones, fair ones, too. But the
F F C7 C7
one lit-tle duck with a feath-er in his back,
C7 C7 F F
He led the oth-ers with a quack, quack, quack,

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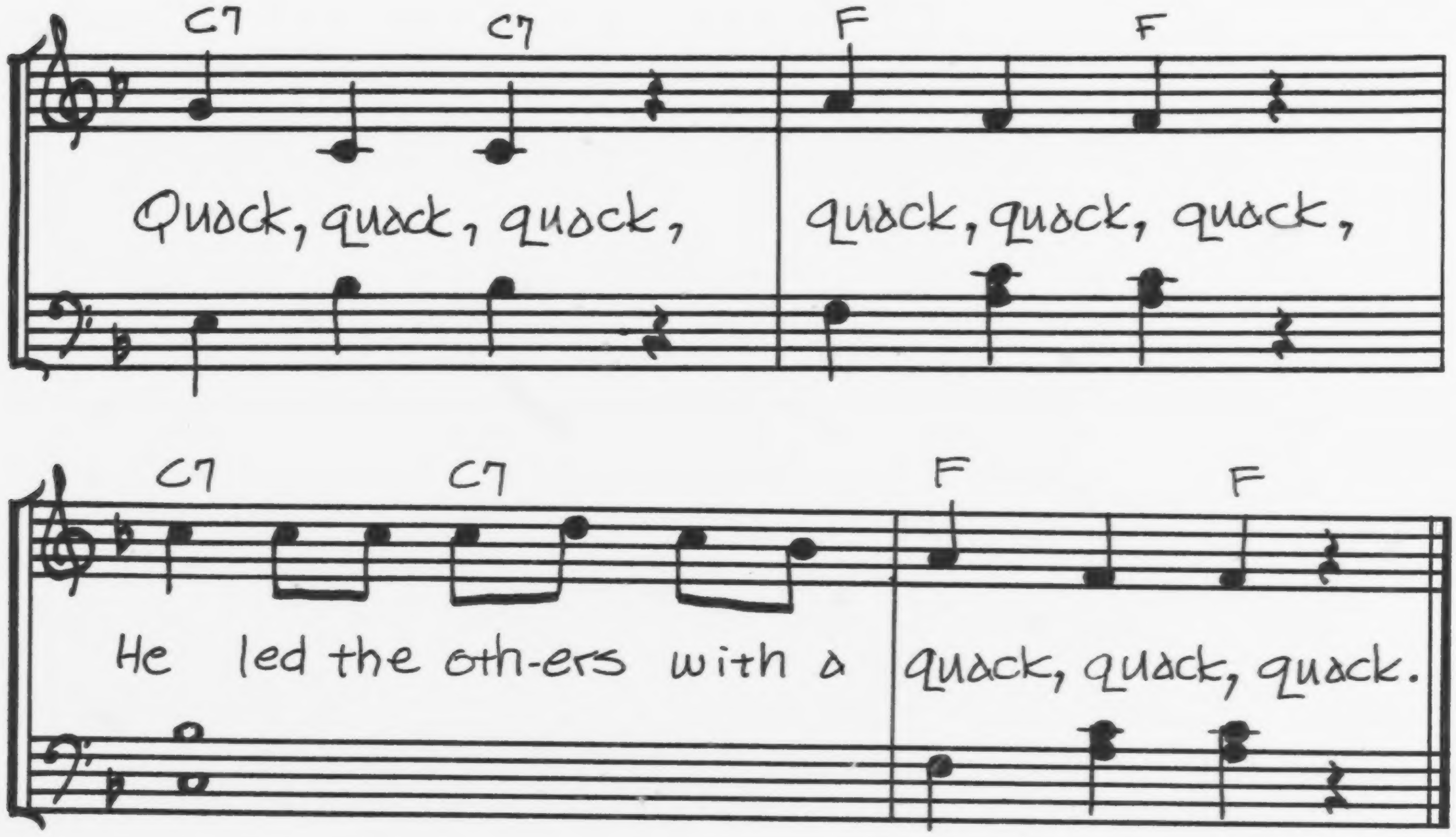

C7
C7
F
F
Quack, quack, quack,
quack, quack, quack,
C7
C7
F
F
He led the oth-ers with a
quack, quack, quack.

2. Down to the river they would go,
Wibble, wobble, wibble, wobble, to and fro.

3. Home from the river they would come,
Wibble, wobble, wibble, wobble, ho hum hum.

SIX LITTLE DUCKS

Children can learn addition and subtraction by figuring out how many ducks are being led by the one *with a feather in his back.* The song can be changed to any number of ducks.

Actions added to this song are fun for the children. Six children could act out the song taking turns with other children.

Hands and arms spread to indicate *fat ones.*

Hands and arms together to indicate *skinny ones.*

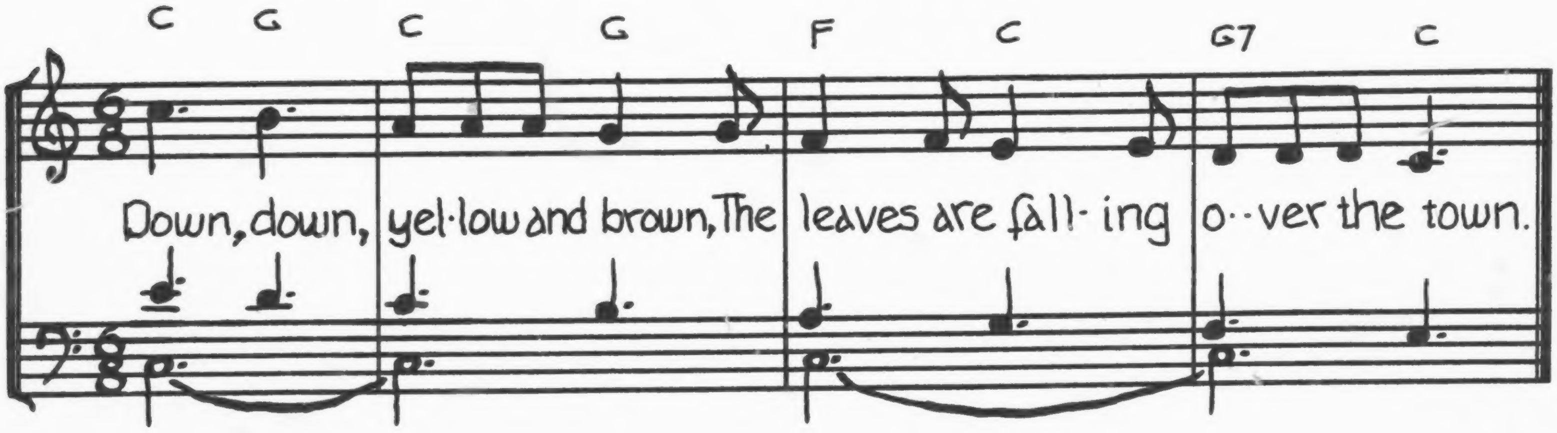
Hands and arms behind back to make a *feather.*

Squat down like a duck, wobble and quack on the last 3 lines.

Ask the children what instruments would sound good on *quack, quack, quack,* (rhythm sticks, tone block, castanets, wood block).

Units: Animals, Farm, Number Concepts, Word Concepts.

Down, Down


C G C G F C G7 C
Down, down, yel·low and brown, The leaves are fall· ing o··ver the town.

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DOWN, DOWN

Does the melody of this song move up or down? As you sing, have the children show you by up and down hand movements how the melody moves.

Why do you think the melody moves down rather than up? Could it have anything to do with the words?

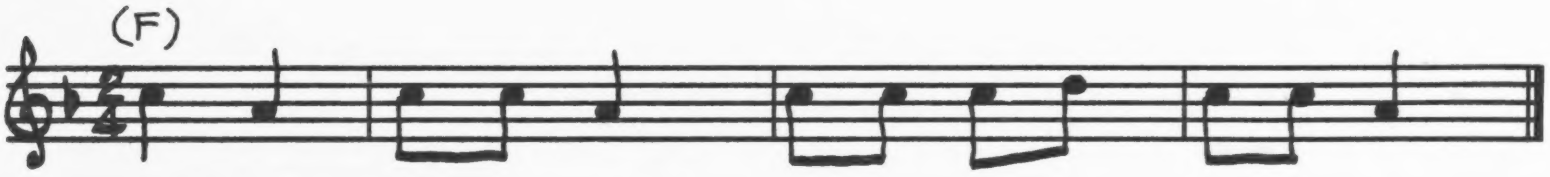
As you and the children sing, have them pretend that their arms, hands and fingers are leaves.

Do the notes move by step or skip?

Suspend a xylophone or melody bells in a vertical position with the lowest tones at the bottom. Children will discover by sight and sound how a melody moves downward.

Units: Concepts of Up and Down, Seasons.

Rain



Rain, rain, go a · way! Come a · gain an · oth-er day.

From Making Music Your Own, Book 1, (c) 1968 General Learning Corporation. Used by permission of Silver Burdett Company.

RAIN

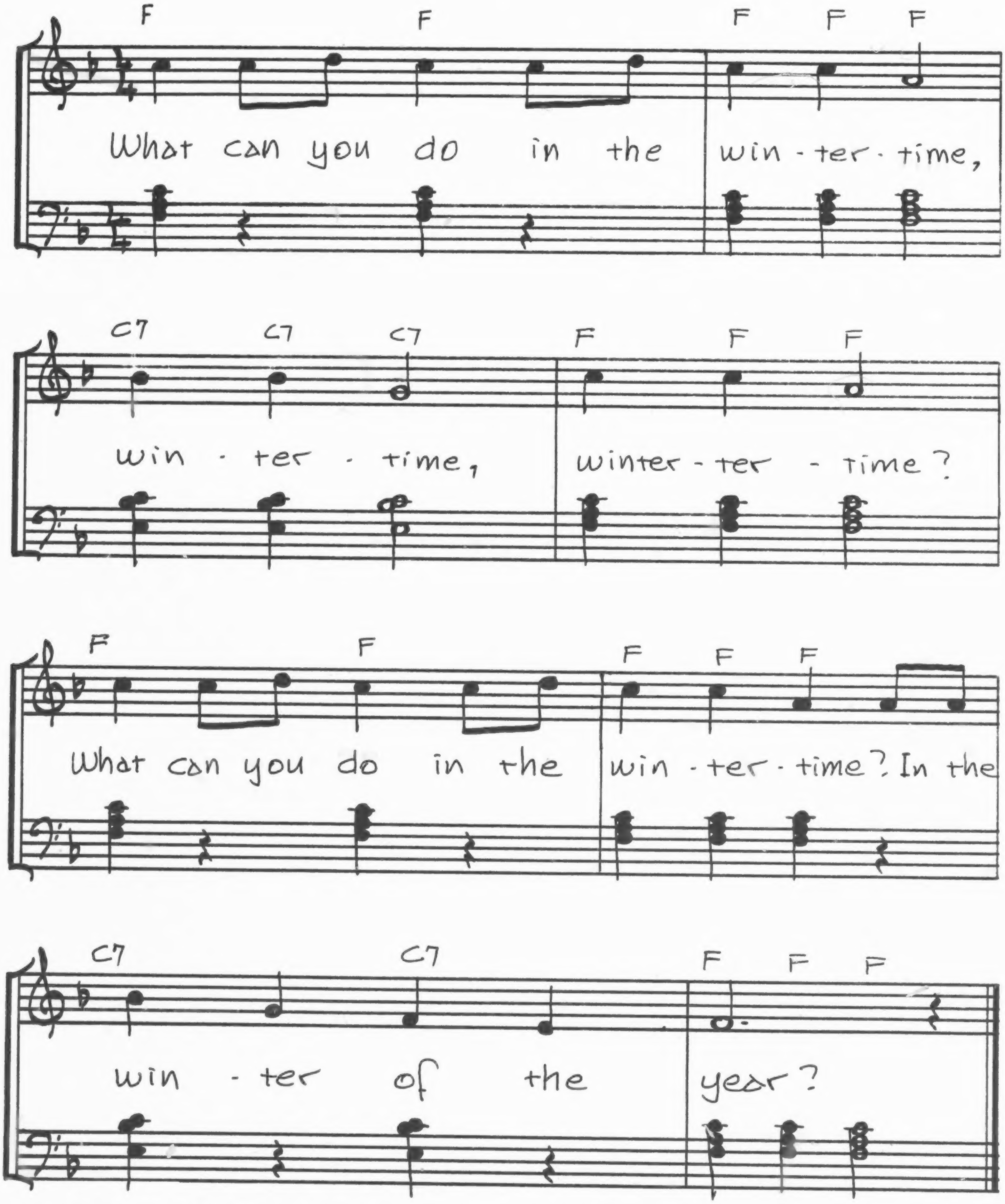
This tune may be familiar to some of your children. It serves as a good tone matching game, as you observe the childrens' ability in this area. (Sing *Rain* starting on various pitches.)

Substitute words such as "Snow, Snow, go away," or "wind, wind, go away," or let the children make up words. They may want to use other children's names to make a jingle, such as, "Jane, Jane, let's go play! We can work another day," etc.

Sing "Yoo-hoo" in the first measure and have children imitate you as an echo. After they have done this on various pitches, sing, *Rain* again and see if the children can tell you where they hear the "Yoo-hoo" pattern in *Rain*.

Units: Weather, Seasons, Language Skills (imitation, rhyming of words, and making up sentences).

The Seasons


F F F F F
What can you do in the win - ter - time,
C7 C7 C7 F F F
win - ter - time, winter - ter - time?
F F F F F
What can you do in the win - ter - time? In the
C7 C7 F F F
win - ter of the year?

From MUSIC ACTIVITIES FOR RETARDED CHILDREN by David R. Ginglend and Winifred E. Stiles. Music copyright (c) 1965 by Abingdon Press. Used by permission.

I shovel snow in the wintertime, wintertime, wintertime.
I ride my sled - build a fort - skate on ice, etc.
What can you do in the warm springtime?
I dig the ground - plant the seeds - clean the yard.
What can you do in the summertime?
I cut the grass - weed the garden - paint the fence.
What can you do in the autumntime?
I rake the leaves - pick the fruit - dig potatoes.

Another version:
What do like in the wintertime?
I like to slide - to sled - the snow - the ice.
What do you like in the warm springtime?
I like the birds - the flowers - to play - jumping rope.
What do you like in the summertime?
I like the sun - to swim - the beach - playing ball.
What do you like in the autumntime?
I like to hike - the leaves - the apples - Halloween.

THE SEASONS

An excellent question and answer song.

You can change the words to vary with the seasons, for example:

Winter -

What can you do in the wintertime?
(answer) *I shovel snow in the wintertime;*
I ride my sled, build a fort,
skate on ice, etc.

Spring -

What can you do in the warm springtime?
(answer) *I dig in the ground, plant the*
seeds, clean the yard, etc.

Summer -

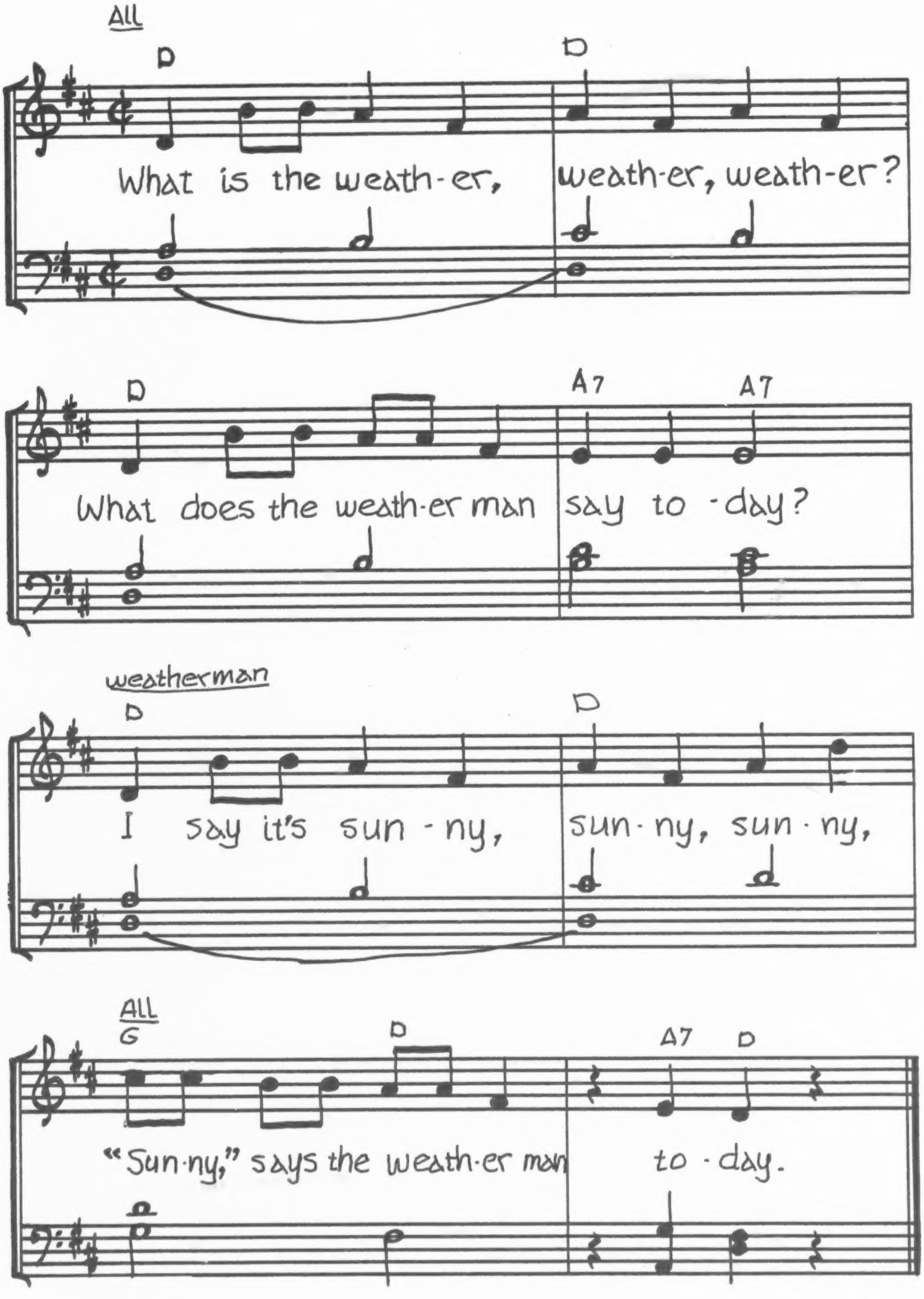
What can you do in the summertime?
(answer) *I cut the grass, weed the garden,*
paint the fence, etc.

Fall -

What can you do in the autumntime?
(answer) *I rake leaves, pick the fruit,*
I'm back to school, etc.

Units: Seasons, Gardening.

The Weatherman


All
D
D
What is the weath-er, weath-er, weath-er?
D
A7
A7
What does the weath-er man say to-day?
weatherman
D
D
I say it's sun-ny, sun-ny, sun-ny,
All
G
D
A7
D
"Sun-ny," says the weath-er man to-day.

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THE WEATHERMAN

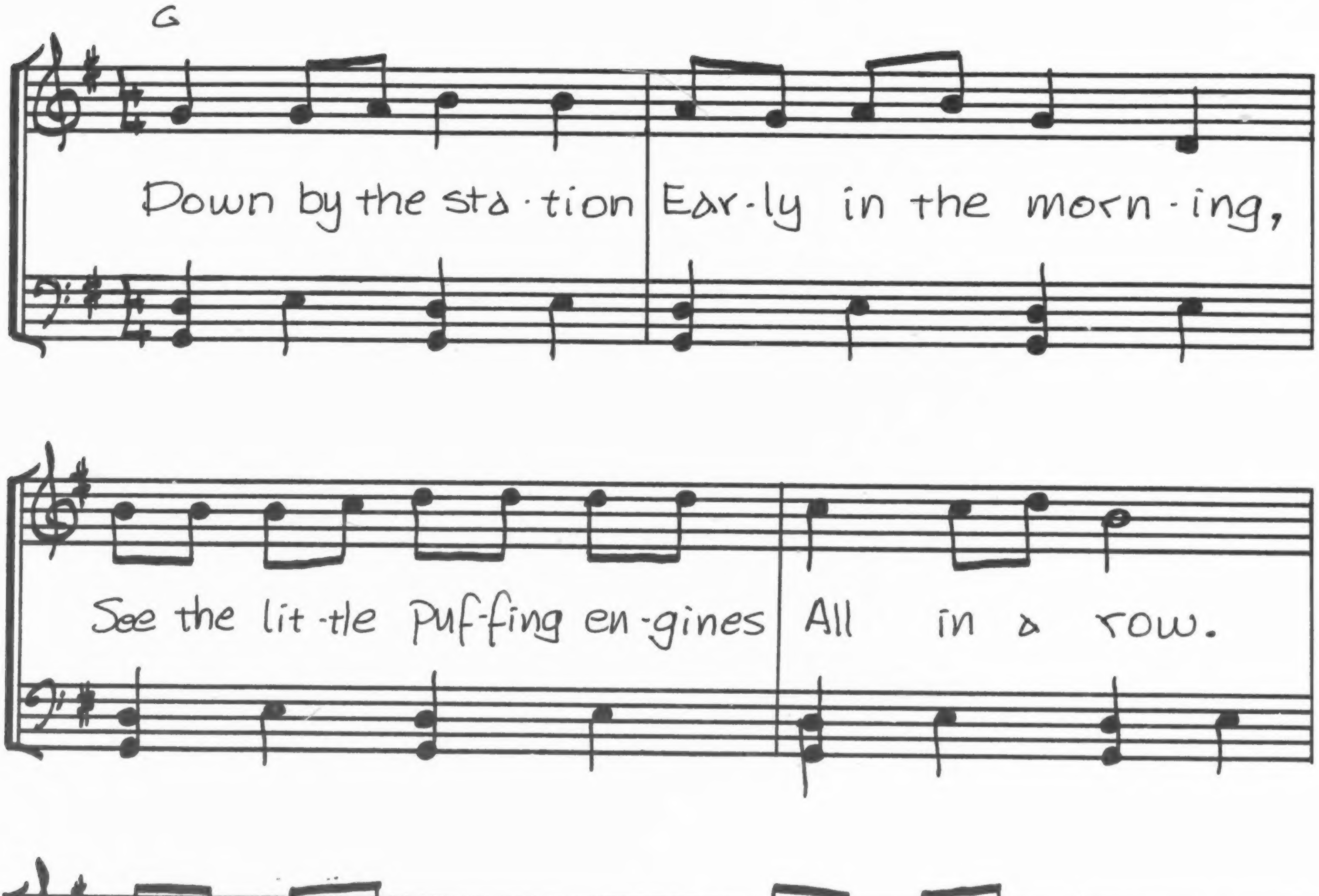
This is a good song for children to act out. Either you can sing the question and have the children answer, or the children as individuals or groups can ask and answer the questions.

Ask the children what other tones in the song are just like *weather, weather* in the first line. (Sunny, sunny)

Practice the tones on the words *weather* in the first line and *sunny* in the third line to help them sing and hear this more accurately.

Units: Clothing, Seasons, Weather.

Down by the Station


G
Down by the sta · tion Ear · ly in the morn · ing,
See the lit · tle puf · fing en · gines All in a row.
I can see the en · gi · neer Pull a lit · tle le · ver.
Choo! Choo! Whoo! Whoo! Off they go!

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DOWN BY THE STATION

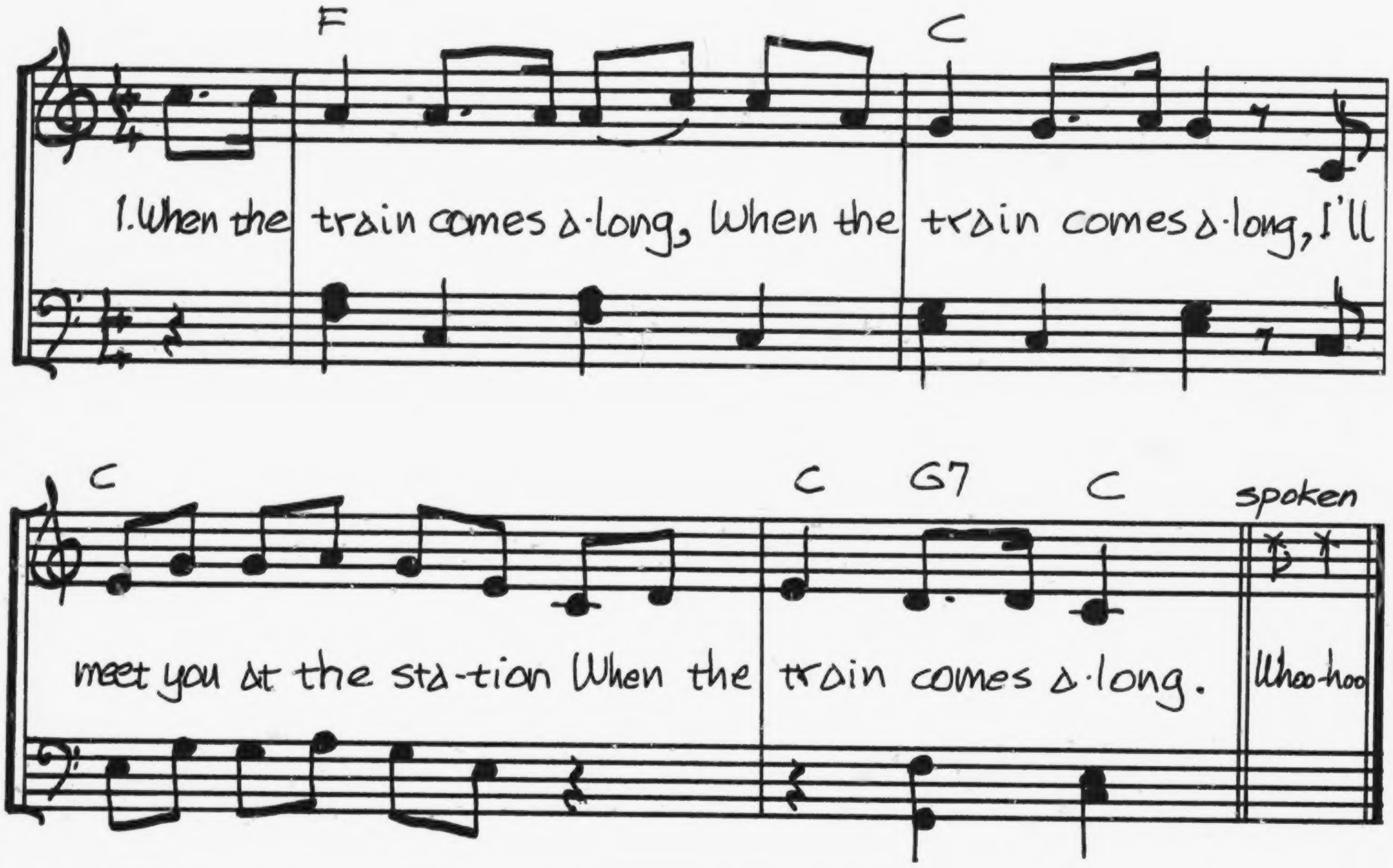
The sand blocks will be a good *choo-choo* sound on every quarter note throughout this song.

This song can be great fun by allowing different children (either alone or in groups) to be the engineer and sing *Choo! Choo! Woo! Woo!*

Let children form a train and "keep on a track" around the room, with or without obstacles. Let them act out the puffing engines, engineer pulling the lever, etc.

Units: Transportation

When the Train Comes Along


F
C
1. When the train comes a-long, When the train comes a-long, I'll
C
C
G7
C
spoken
meet you at the sta-tion When the train comes a-long.
Whoo-hoo

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WHEN THE TRAIN COMES ALONG

At the end of each song encourage the children to make the sound appropriate to the transportation used. Have some of them bring horns, whistles, etc., from home to make the sound.

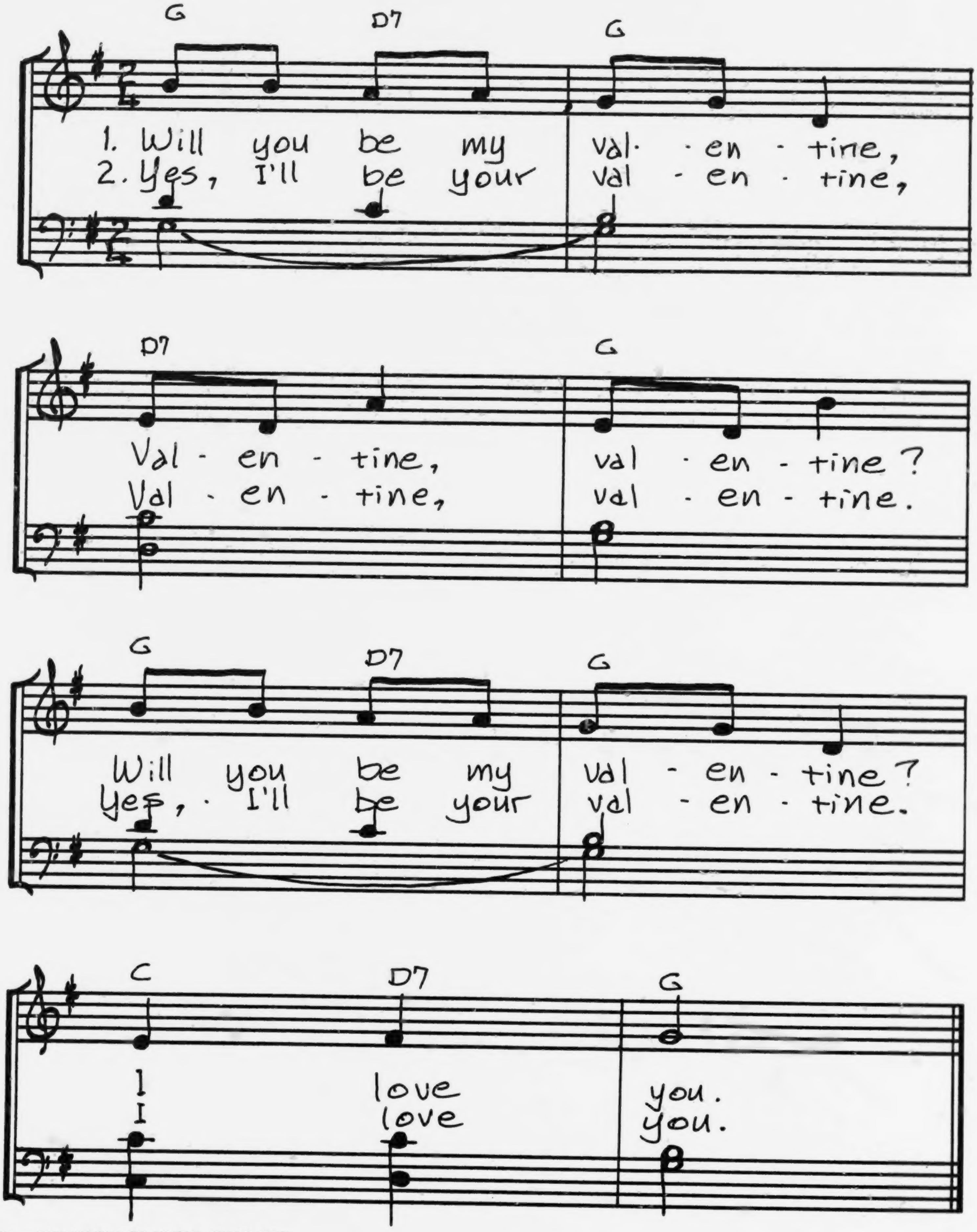
In verses six and seven, let the children choose friends from the class to sing about.

A soft drum and a tambourine would help keep the rhythm of this song steady.

Sand blocks rubbed together make a good *choo-choo* in the verse about the train.

Units: Friends, Transportation.

My Valentine


G
D7
G
1. Will you be my val - en - tine,
2. Yes, I'll be your val - en - tine,
D7
G
Val - en - tine, val - en - tine?
Val - en - tine, val - en - tine.
G
D7
G
Will you be my val - en - tine?
Yes, I'll be your val - en - tine.
C
D7
G
I love you.
I love you.

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MY VALENTINE

Listen for the phrases that sound alike in both notes and words (measures 1 and 2, 5 and 6).

Use triangle or bells on the heavy accents (first beat of each measure) to enhance the song and to help teach and keep a sense of rhythm.

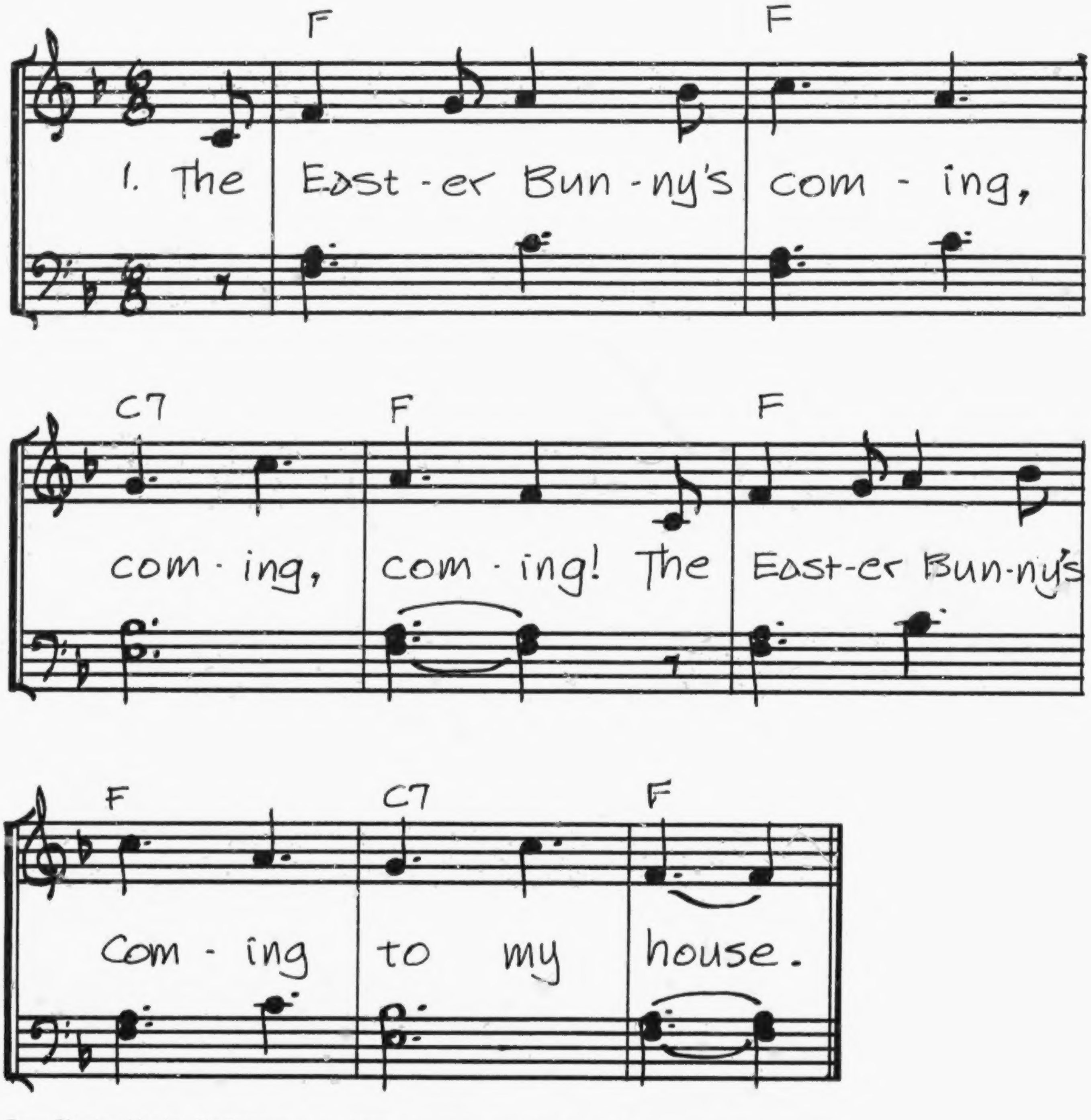
Ask the children why a drum, wood block, or rhythm sticks wouldn't sound good with this song (not suitable to the character of the song). This helps children to distinguish between moods of songs.

Have girls and boys alternate verses.

Have small groups sing alternating verses.

Units: Special Days of the Year, Valentine's Day.

Easter Bunny's Coming


F
F
1. The East-er Bun-ny's com - ing,
C7
F
F
com - ing, com - ing! The East-er Bun-ny's
F
C7
F
com - ing to my house.

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2. He'll come when I am sleeping, sleeping, sleeping,
He'll come when I am sleeping in my bed.

3. He'll leave an Easter basket, basket, basket,
He'll leave an Easter basket just for me.

4. I'll find some colored eggs and Easter candy,
I'll find some eggs and candy just for me!

EASTER BUNNY'S COMING

Have your children hop like Easter Bunnies while they hear and/or sing this song.

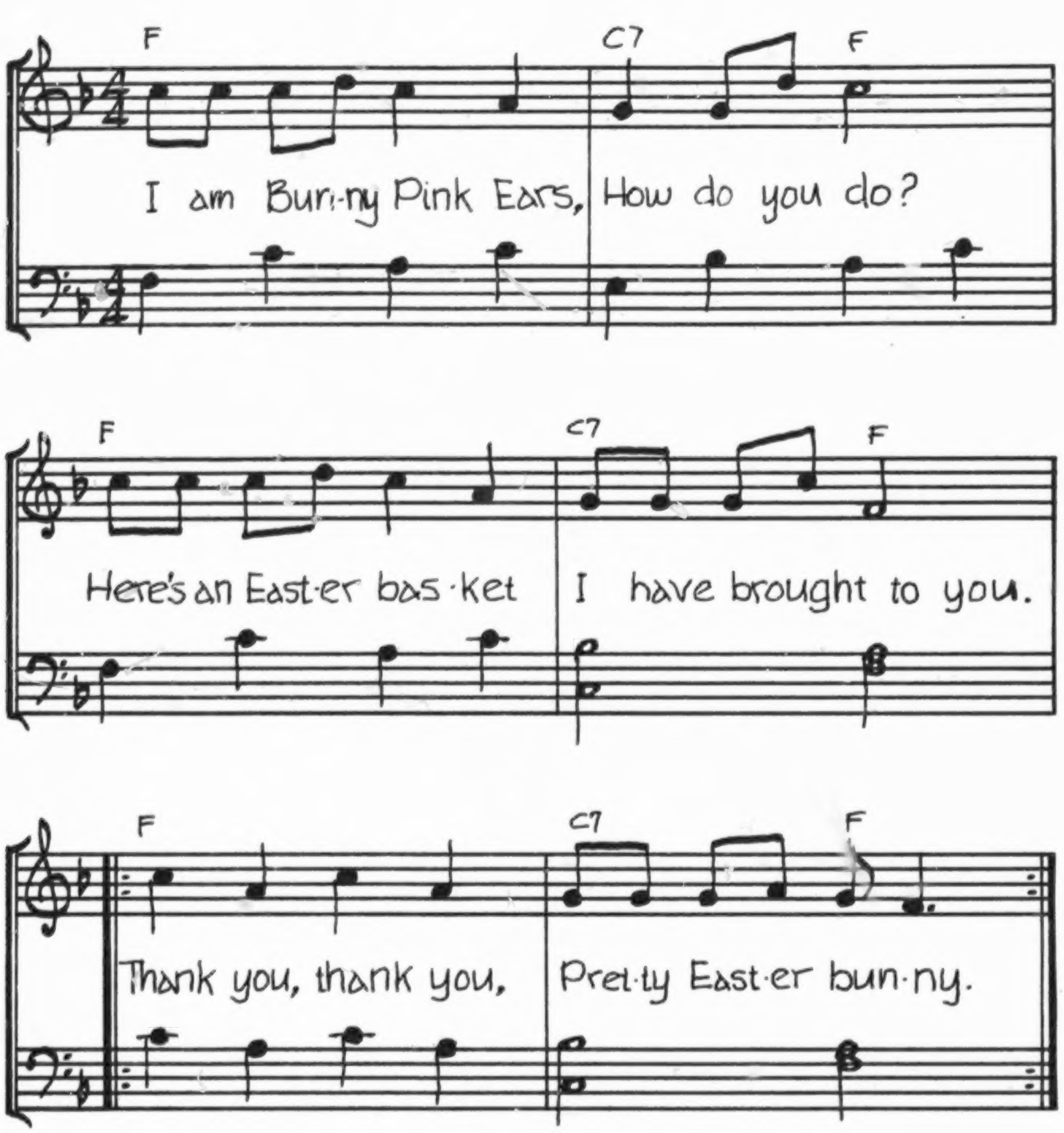
By putting their hands up behind their head, the children can pretend their wiggling hands are the ears of the Easter Bunny.

Simple bunny costumes can be made by cutting out long ears from cardboard and coloring or painting them and then attaching the ears to the head with a headband. A big fluff of cotton taped to the child's clothing can be the bunny's tail.

Rhythm instruments should be used on the strong beats.

Units: Holidays, Easter, Animals.

I am Bunny Pink Ears


F
C7
F
I am Bun-ny Pink Ears, How do you do?
F
C7
F
Here's an East-er bas-ket I have brought to you.
F
C7
F
Thank you, thank you, Pret-ty East-er bun-ny.

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I AM BUNNY PINK EARS

Have the children sing "loo" on the tone pattern, C down to A, which appears in the song on the words *Pink Ears, basket,* and *Thank you, thank you.*

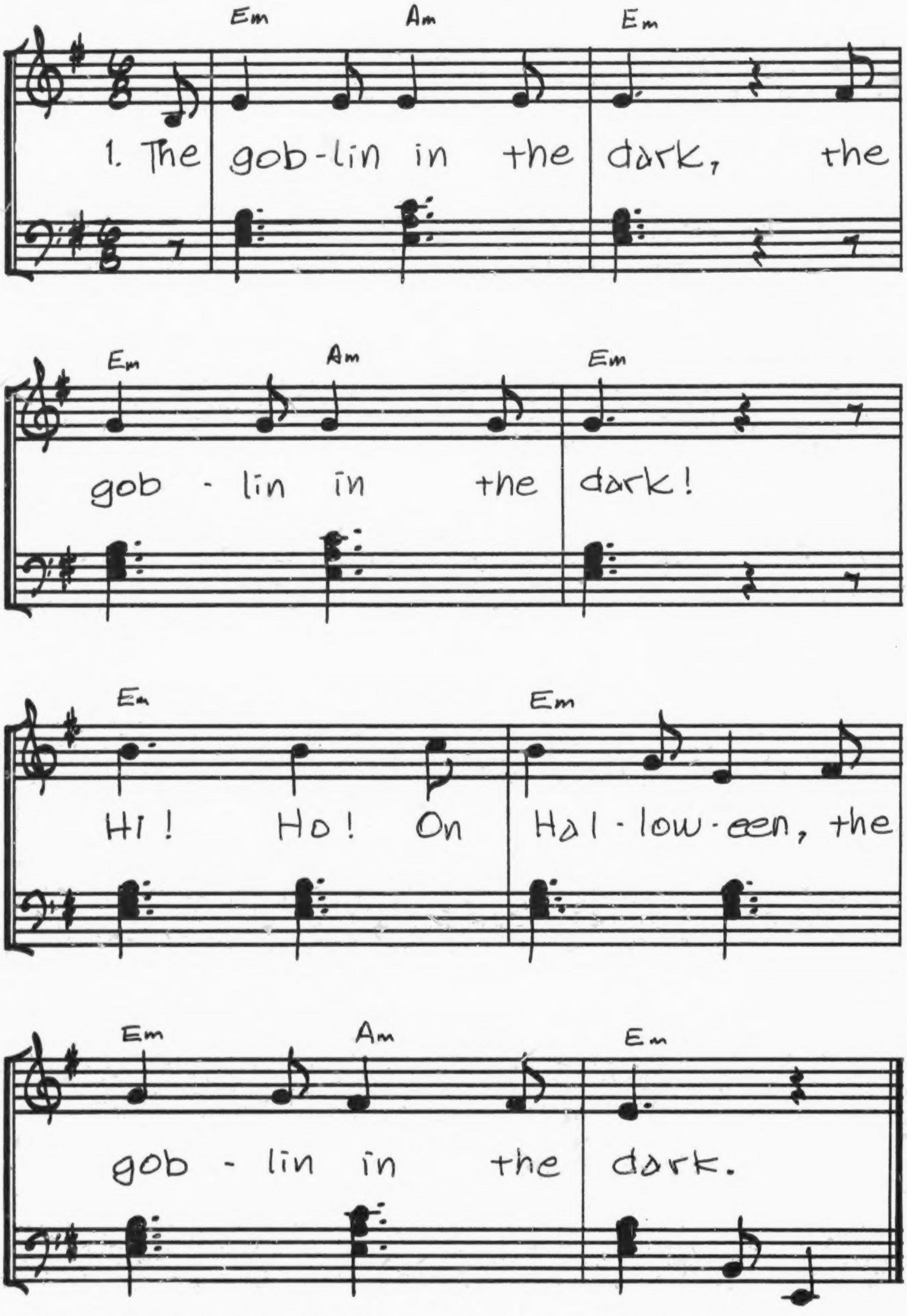
Ask the children to raise their hands whenever they hear this tone pattern in the song. How many times does it appear? (Four times)

Play the tone pattern (C down to A) on the piano, resonator bells, song bells, or any other melodic instrument.

Dramatize this song.

Units: Animals, Easter, Holidays.

Goblin in the Dark


Em
Am
Em
1. The gob-lin in the dark, the
Em
Am
Em
gob - lin in the dark!
Em
Em
Hi! Ho! On Hal-low-een, the
Em
Am
Em
gob - lin in the dark.

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2. The goblin calls a witch, etc.
3. The witch calls a bat, etc.
4. The bat calls a ghost, etc.
5. The ghost says "Boo!", etc.
6. They all scream and screech, etc.

GOBLIN IN THE DARK

See if your children recognize this tune as similar to another familiar song. *(Farmer in the Dell)* This is sung in a minor key (note the A^b) to make it sound mysterious.

This song can be a game. Form a circle like *Farmer in the Dell,* with one child in the center as the *goblin.*

Verse 2 - The goblin calls a witch, etc.

Verse 3 - The witch calls a bat, etc.

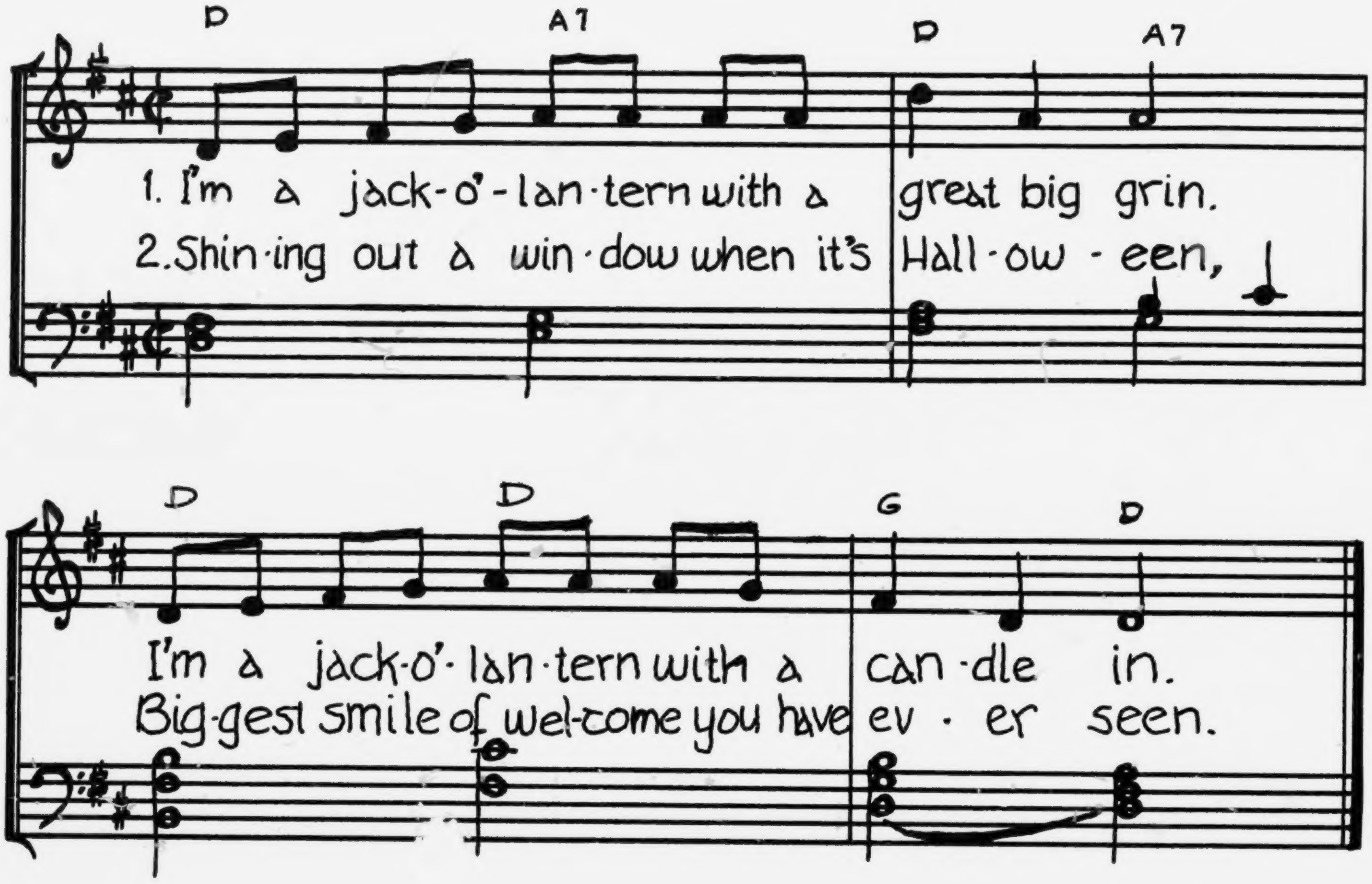
Verse 4 - The bat calls a ghost, etc.

Verse 5 - The ghost says *Boo,* etc.

Verse 6 - They all scream and screech, etc.

Units: Halloween, Special Days of the Year.

I'm a Jack-o'lantern


D
A7
D
A7
1. I'm a jack-o'-lan-tern with a great big grin.
2. Shin-ing out a win-dow when it's Hall-ow-een,
D
D
G
D
I'm a jack-o'-lan-tern with a can-dle in.
Big-gest smile of wel-come you have ev-er seen.

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I'M A JACK-O-LANTERN

Teach the concept of up and down by using hand movements. Let the children use hand movements when they are singing up or down.

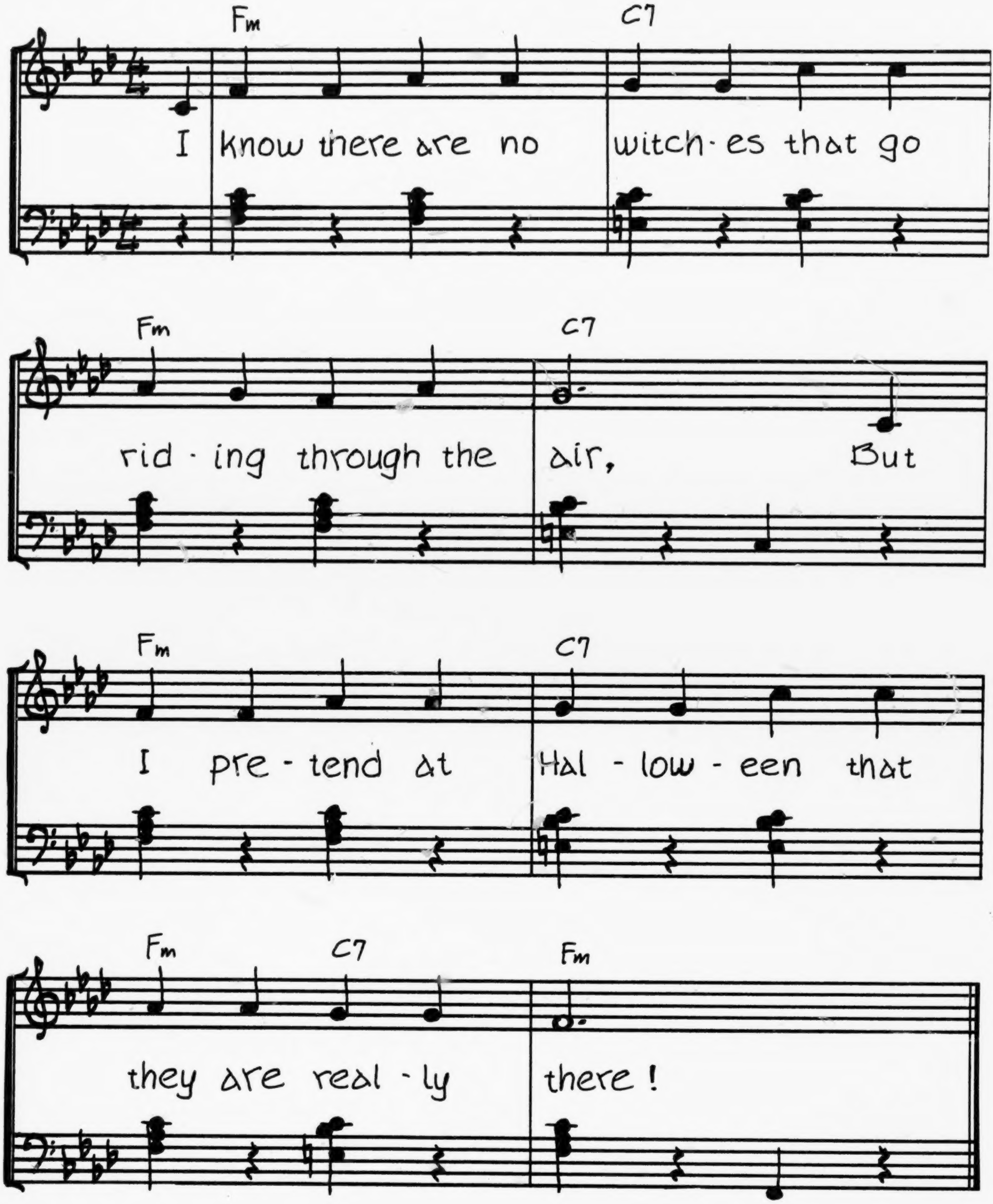
Ask the children; Do the notes move by step or skip? Which moves by step, which moves by skip? This teaches melody movement awareness.

What kinds of instruments could we use? (Rhythm sticks, drum, wood block).

Have the children carry Jack-o-lanterns they have made (they could even make them as masks) and parade while singing this song.

Units: Special Days of the Year, Halloween.

Witches


Fm
C7
I know there are no witch-es that go
rid-ing through the air, But
I pre-tend at Hal-low-een that
they are real-ly there!

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WITCHES

There are only two phrases in this song. Ask the children to listen (as you sing or play it for them) to see if they can tell how the second phrase melody differs from the first phrase melody. (Only the endings are different.) This will make the song easier to learn.

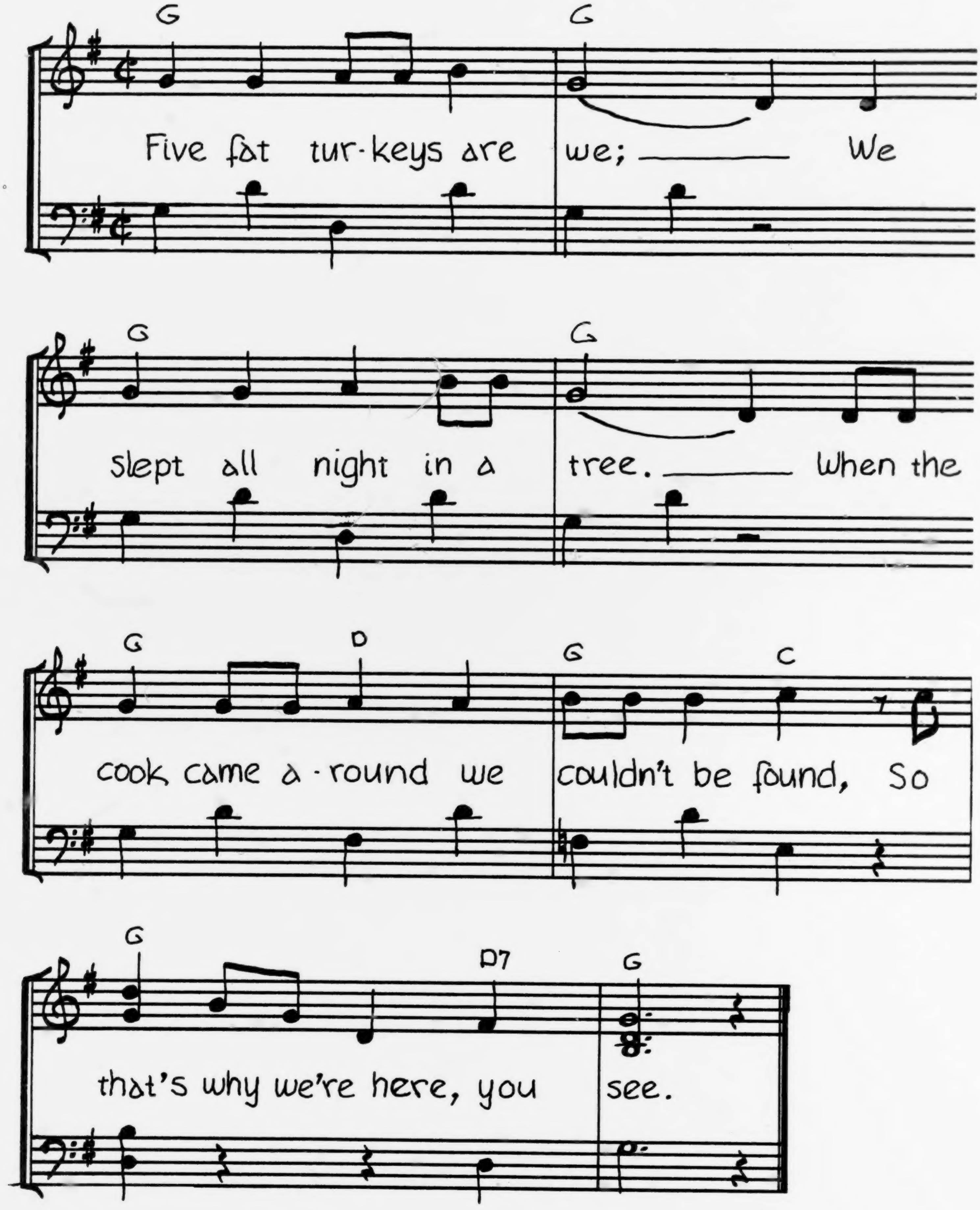
By hand levels (moving your hand up or down as the melody moves up or down) you can show how the ending of the second line differs (*they are really there*!) from the ending of the first line *(riding through the air)*.

Your children will want to be witches on this song. Let them sing on a neutral syllable, *boo, woo,* etc., as they pretend they are riding a broom, walking, gesturing, and making faces like witches on Halloween.

Let the children pretend to sing this song in a "scary" manner.

Units: Halloween, Special Days of the Year

Five Fat Turkeys


G
G
Five fat tur-keys are we; We
G
G
slept all night in a tree. When the
G
D
G
C
cook came a-round we couldn't be found, So
G
D7
G
that's why we're here, you see.

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FIVE FAT TURKEYS

Note the similarity of the music in the first two phrases.

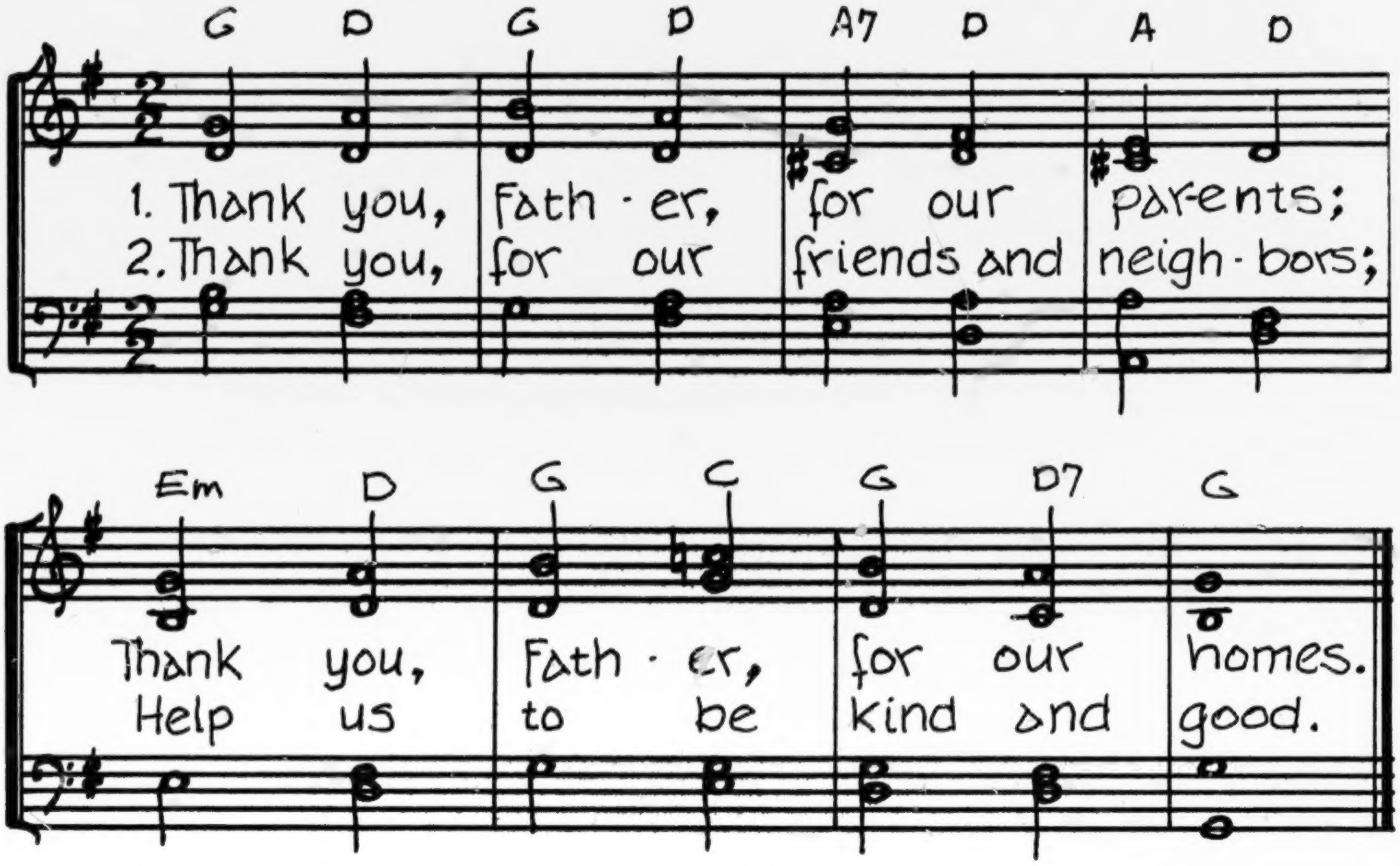
See if the children know why the turkeys slept in a tree.

The children can act out this song at Thanksgiving time, or any other time. Any number can be substituted for the number *five*. Some children can be the turkeys, others can be the cooks trying to find the turkeys.

This is a good song to "strut" (like turkeys) to the rhythm. Add rhythm instruments such as drums, triangles, and rhythm sticks to add more interest.

Units: Holidays, Animals, Thanksgiving.

Prayer of Thanks


G D G D A7 D A D
1. Thank you, Fath - er, for our parents;
2. Thank you, for our friends and neigh - bors;
Em D G C G D7 G
Thank you, Fath - er, for our homes.
Help us to be kind and good.

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PRAYER OF THANKS

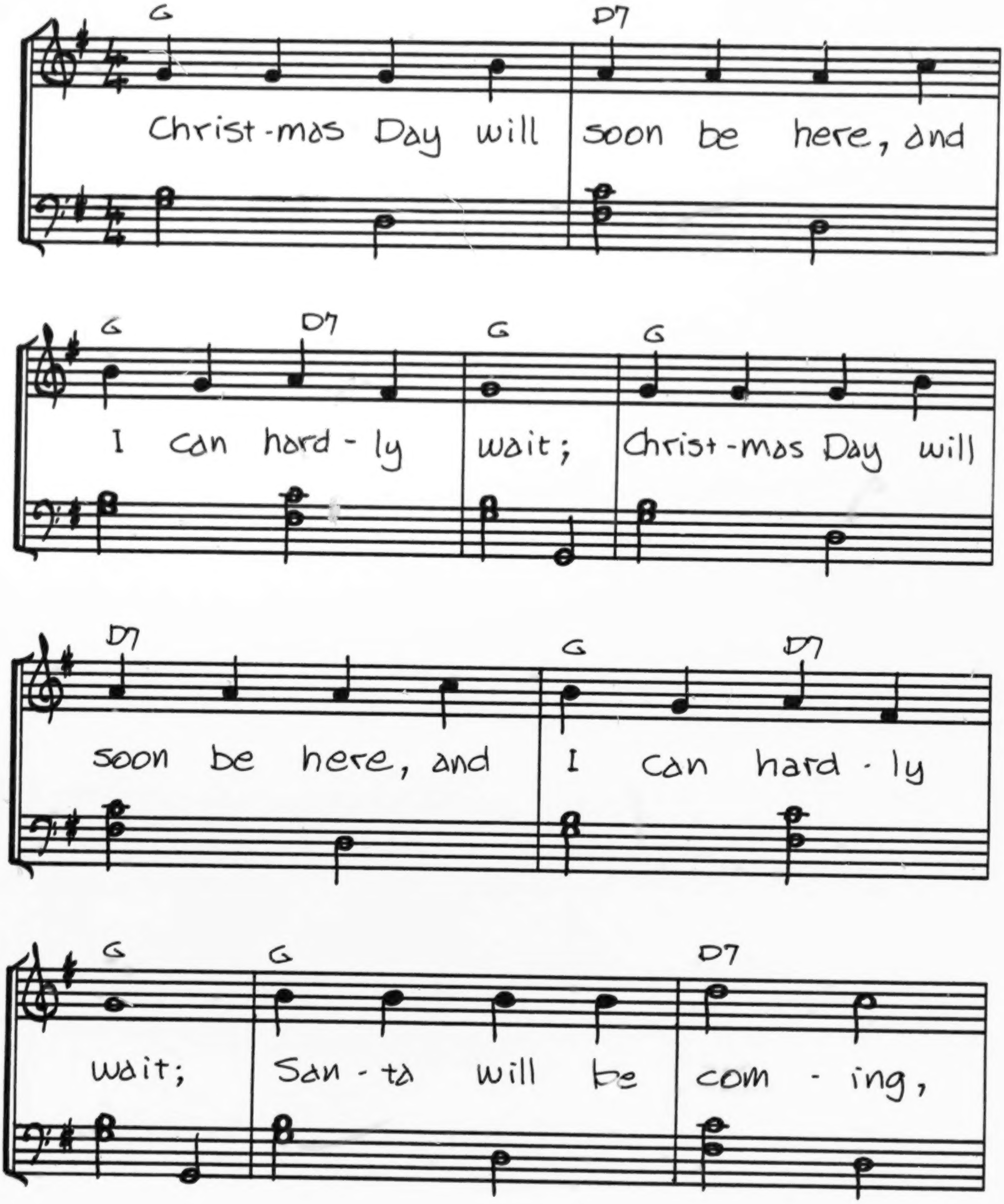
Although it is fun to sing about turkeys, explain to the children that the real meaning of Thanksgiving is a time set aside to be thankful for all the good things we have.

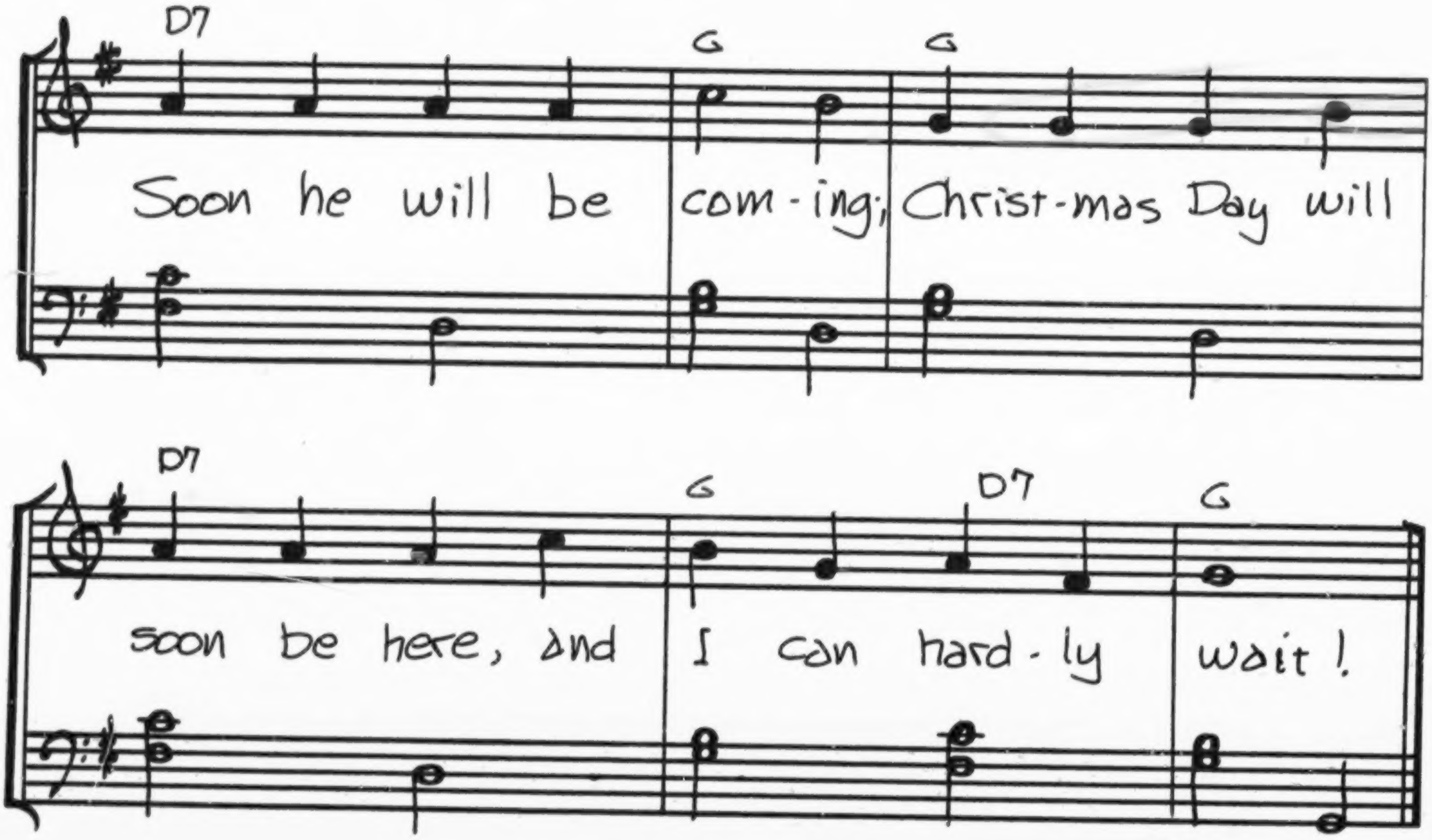
Have the children sing of other things to be thankful for.

This is a good song to show the children how the melody moves up and down by steps and that their voices move just a little bit for each succeeding note.

Units: Holidays, Thanksgiving.

Christmas Day


G
Christ-mas Day will
D7
soon be here, and
G
I can
D7
hard - ly
G
wait;
G
Christ-mas Day will
D7
soon be here, and
G
I can
D7
hard - ly
G
wait;
G
San - ta will be
D7
com - ing,


D7
G
G
Soon he will be com-ing; Christ-mas Day will
D7
G
D7
G
soon be here, and I can hard-ly wait!

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CHRISTMAS DAY

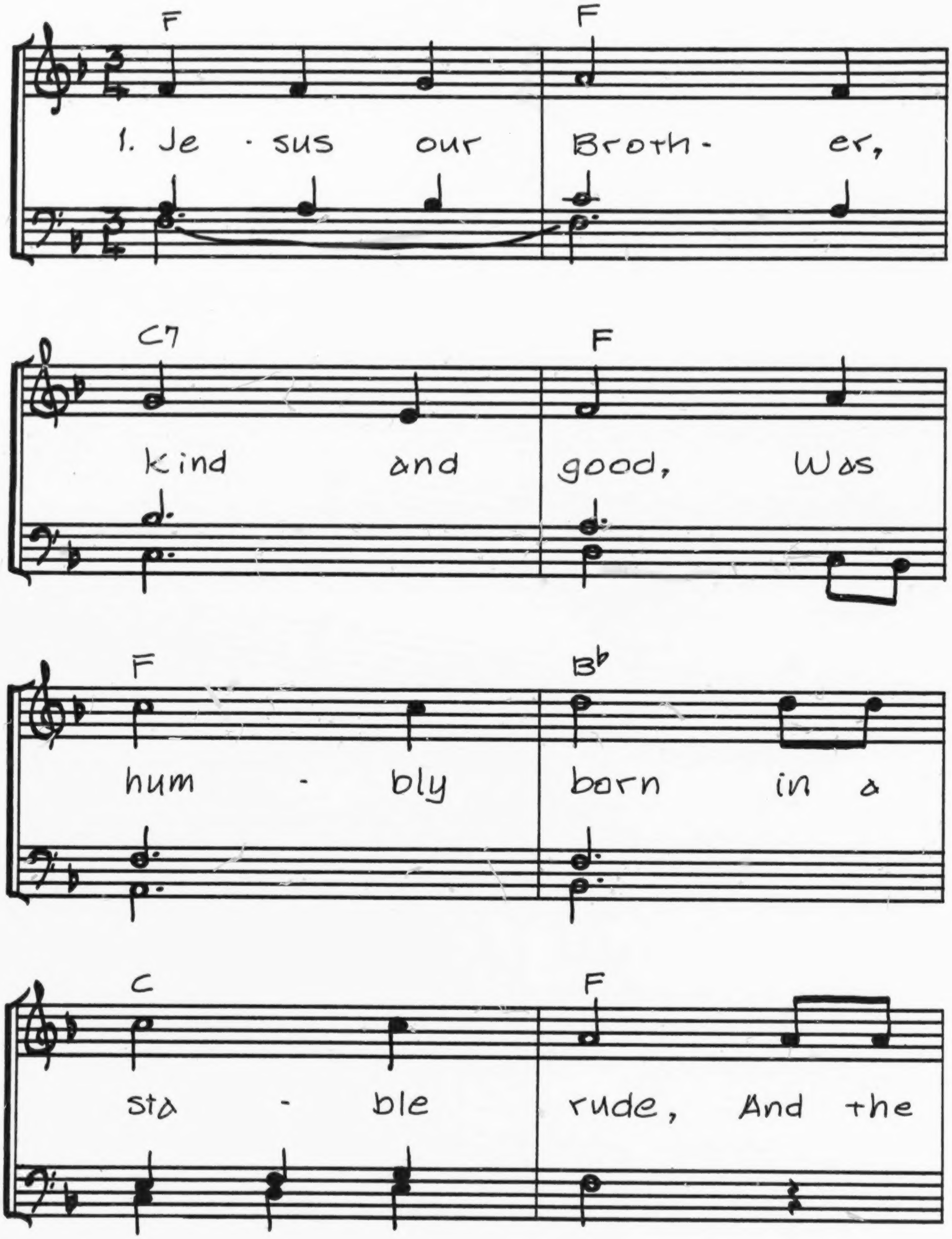
There are three phrases in this song that are exactly alike and one that is different. After singing it for the children sing it again on "loo" (or some other neutral syllable) and have them raise their hands when they hear the phrase with the different melody.

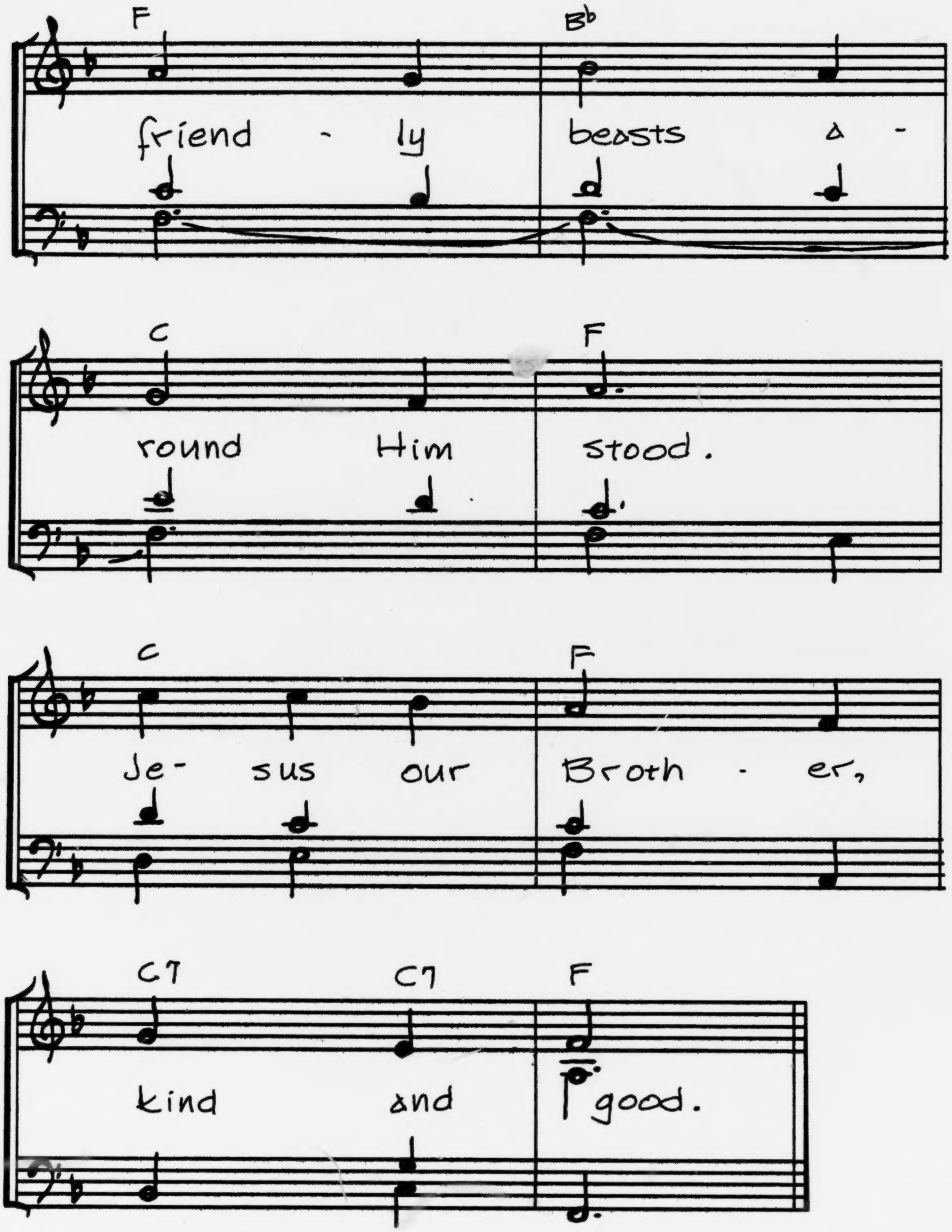
Be sure to have some or all of the children play bells, triangles, etc., to create the happy Christmas mood.

The repetition of words and music will make this song easy and fun to learn.

Units: Holidays, Christmas.

The Friendly Beasts


F
1. Je - sus our
F
Broth - er,
C7
kind and
F
good, Was
F
hum - bly
B♭
born in a
C
sta - ble
F
rude, And the


F
friend - ly
B♭
beasts a -
C
round Him
F
stood.
C
Je- sus our
F
Broth - er,
C7
kind
C7
and
F
good.

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2. "I," said the donkey, shaggy and brown,
"I carried His Mother uphill and down;
I carried His Mother to Bethlehem town,"
"I," said the donkey, shaggy and brown.

3. "I," said the cow, all white and red,
"I gave Him my manger for His bed;
I gave Him my hay to pillow His head,"
"I," said the cow, all white and red.

4. "I," said the sheep with curly horn,
"I gave Him my wool for His blanket warm;
He wore my coat on Christmas morn,"
"I," said the sheep with curly horn.

5. "I," said the dove from the rafters high,
"Cooed Him to sleep that He should not cry;
We cooed Him to sleep, my mate and I,"
"I," said the dove from the rafters high.

6. Thus every beast by some good spell,
In the stable dark was glad to tell.
Of the gift he gave Emmanuel,
The gift he gave Emmanuel.

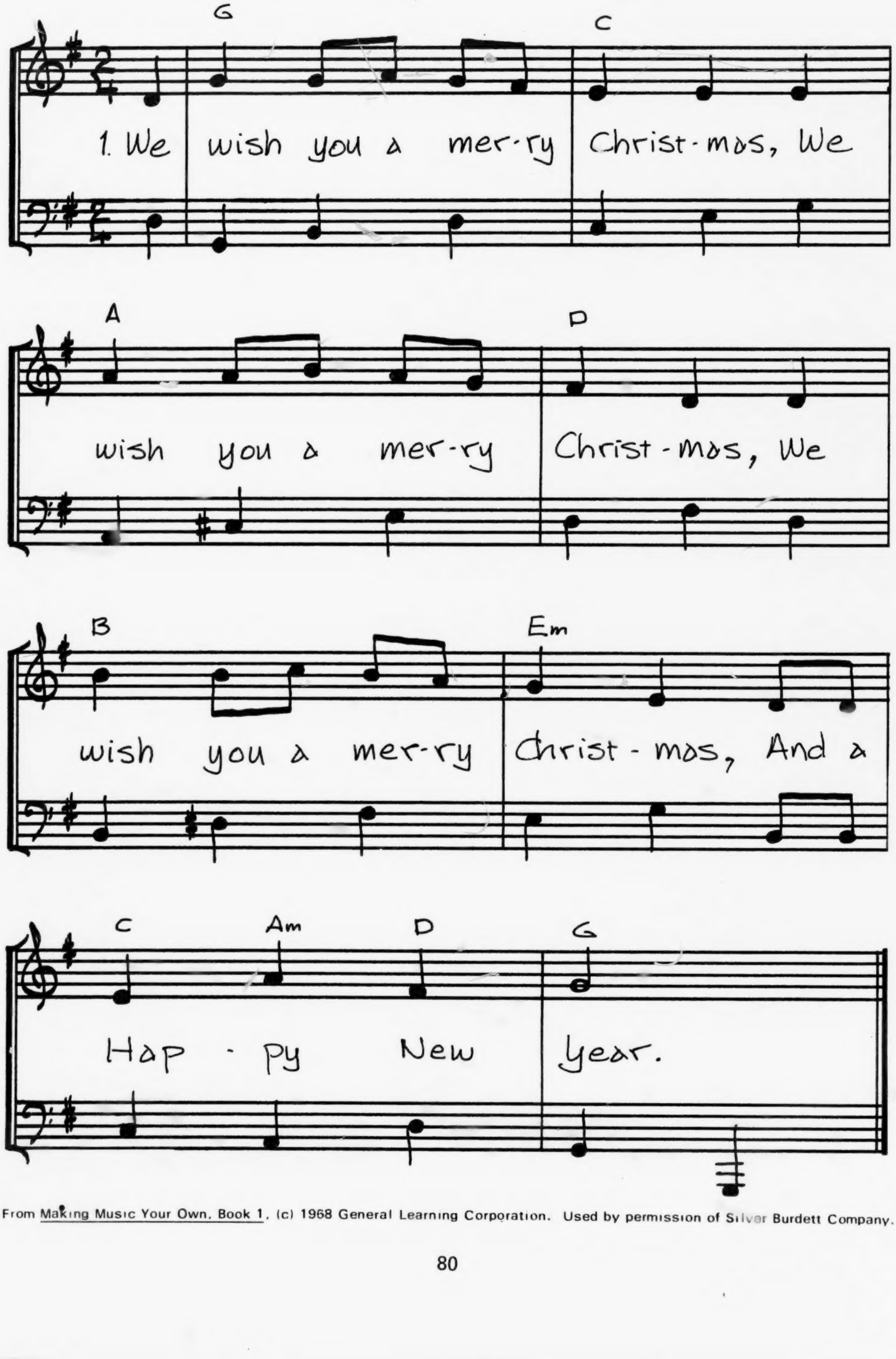
THE FRIENDLY BEASTS

There are six verses in this song, four of which individuals or small groups can sing the parts of the donkey, cow, sheep, and dove. Everyone can sing the first and last verses.

Do a dramatization of this song which will correlate with an art project. Simple costumes and scenery can be made. The animal heads can be made out of paper sacks.

Units: Holidays, Animals, Christmas.

We Wish You a Merry Christmas


G
C
1. We wish you a mer-ry Christ-mas, We
A
D
wish you a mer-ry Christ-mas, We
B
Em
wish you a mer-ry Christ-mas, And a
C
Am
D
G
Hap-py New Year.

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2. Now bring us some figgy pudding, (3 times)
And bring it out here.

3. For we love our figgy pudding, (3 times)
So bring some out here.

4. We won't go until we get some, (3 times)
So bring some out here.

WE WISH YOU A MERRY CHRISTMAS

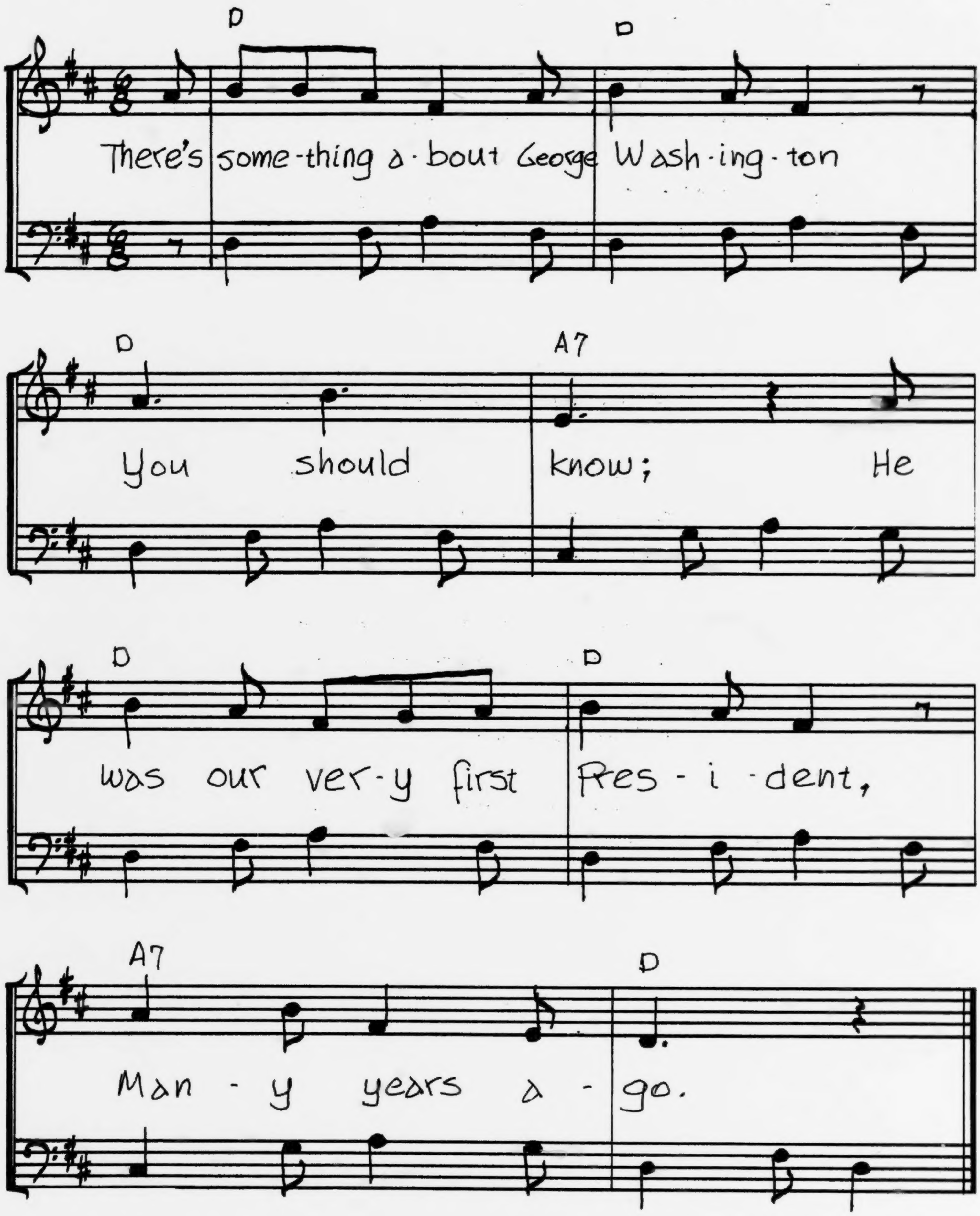
Since this is a Christmas song, have the children use bells, triangles or other ringing instruments to enhance the music.

Help the children to sing the song with bright "crispness," emphasizing the "sh" sound in the word *wish,* and the "s" sounds in the word *Christmas.*

This is a good song to sing after reading a favorite Christmas story.

Units: Holidays, Christmas.

George Washington


D
D
There's some-thing a-bout George Wash-ing-ton
D
A7
You should know; He
D
D
was our ver-y first Pres-i-dent,
A7
D
Man-y years a-go.

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GEORGE WASHINGTON

This is good to teach if you are learning about great men, presidents, or celebrating George Washington's birthday.

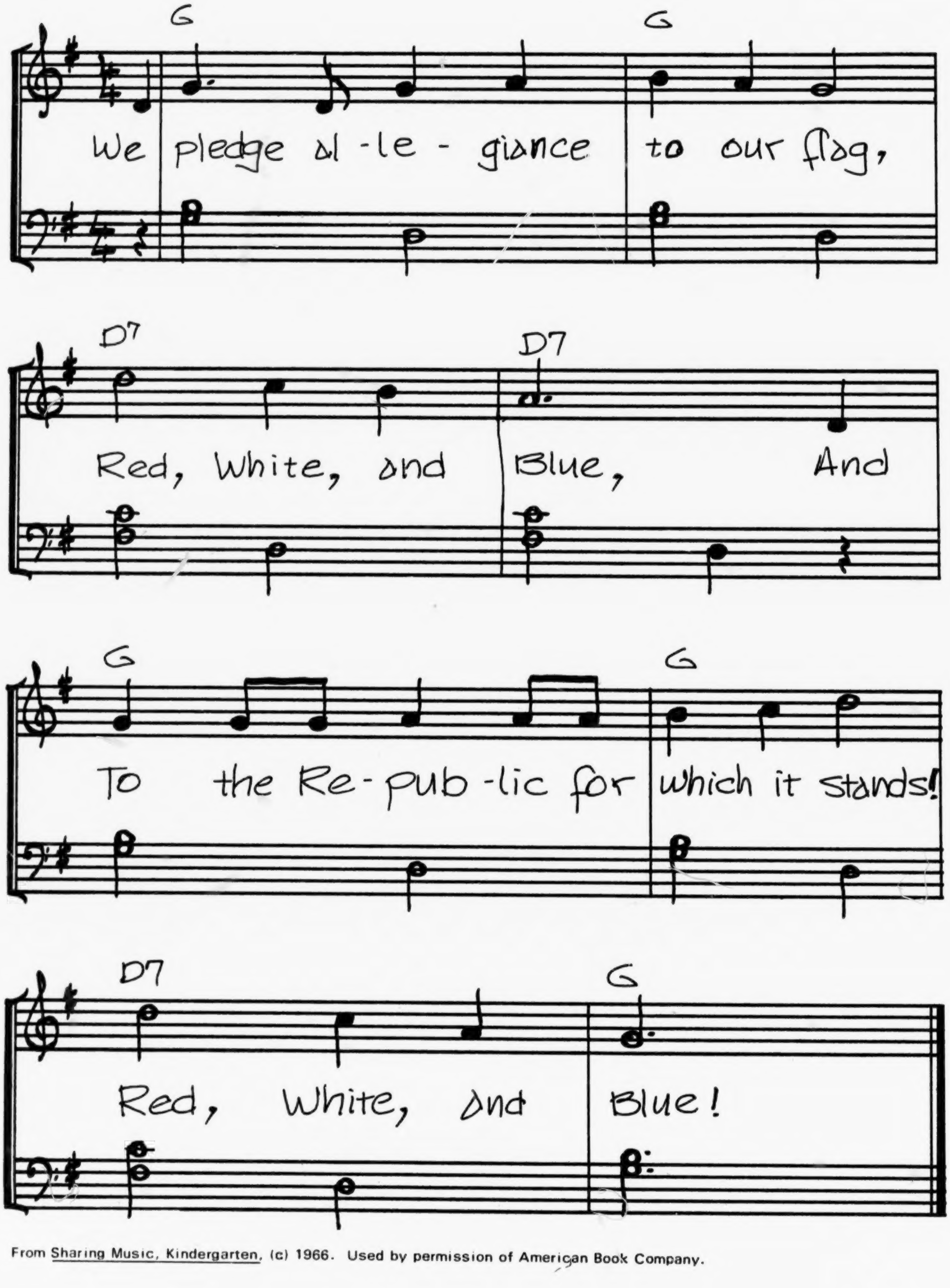
As you teach this song, have the children sway their bodies or arms in rhythm to the main pulses (beats one and four) of each measure. Have them pretend they are the cherry tree swaying in rhythm before George Washington cut it down.

Additional facts can make other verses such as:

There's something about George Washington
you should know;
He also chopped down a cherry tree, many
years ago.

Units: Famous Men, Presidents, Special Days of the Year, Patriotic Unit.

Our Flag


G
G
We pledge al-le-giance to our flag,
D7
D7
Red, White, and Blue, And
G
G
To the Re-pub-lic for which it stands!
D7
G
Red, White, and Blue!

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OUR FLAG

This is a good song when you study about our flag and teach the Pledge of Allegiance to the children. You should review the words *pledge, allegiance,* and *Republic* so the children will have an understanding of the song.

After the song is learned, have a patriotic parade with flags and red, white, and blue hats. Let some of the children lead the parade, or have different groups take turns playing the drums and cymbals.

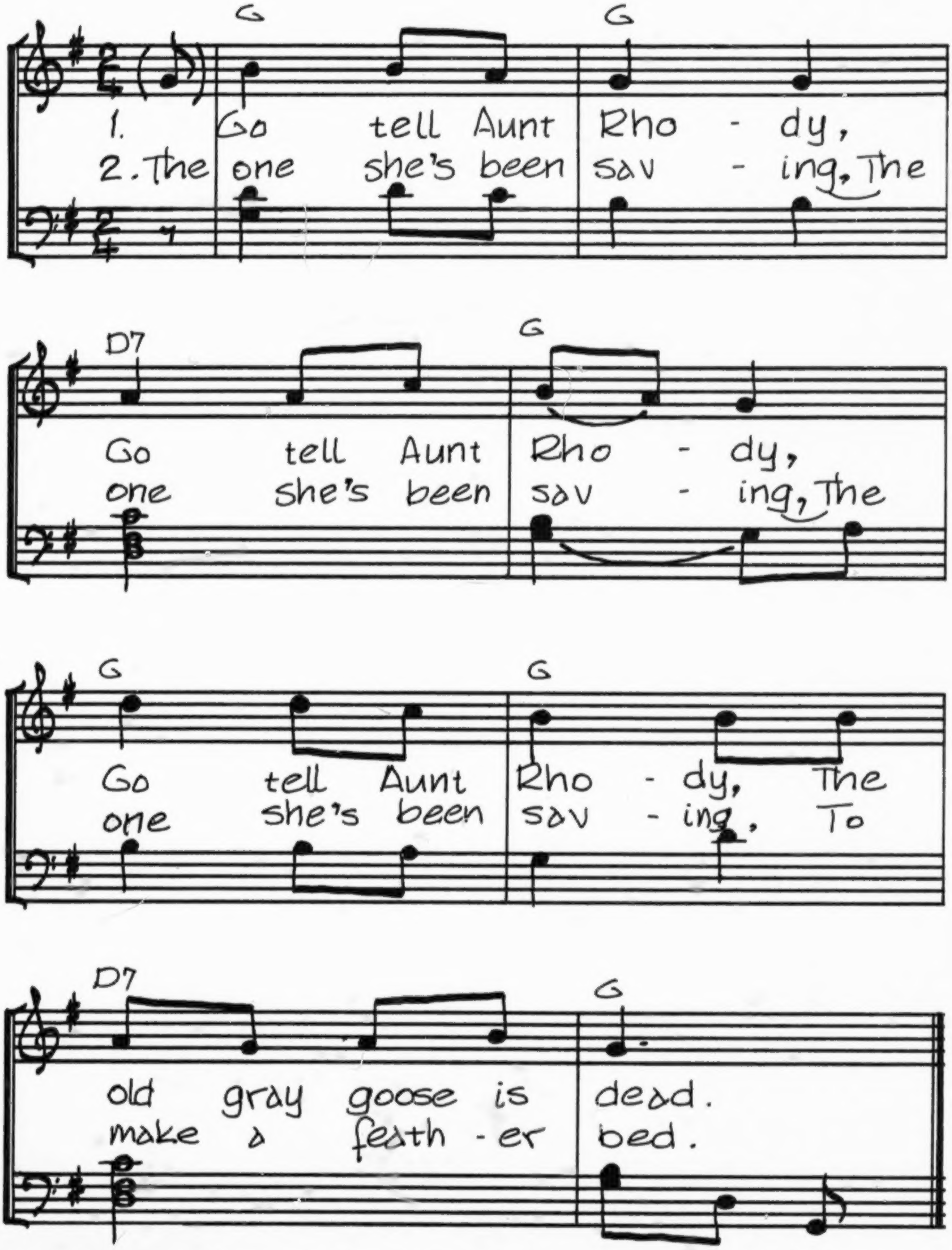
Play the record *Stars and Stripes Forever* by John Philip Sousa and let the children march.

This would be a good time to begin talking and teaching our National Anthem, *The Star Spangled Banner.*

Have your class make up a patriotic play using patriotic stories, poems, songs, and records.

Units: Our Country, Patriotic Unit.

Go Tell Aunt Rhody


G
G
1. Go tell Aunt Rho - dy,
2. The one she's been sav - ing, The
D7
G
Go tell Aunt Rho - dy,
one she's been sav - ing, The
G
G
Go tell Aunt Rho - dy, The
one she's been sav - ing, To
D7
G
old gray goose is dead.
make a feath - er bed.

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3. She died in the mill pond, (3 times)
Standing on her head.

4. The goslings are crying, (3 times)
The old gray goose is dead.

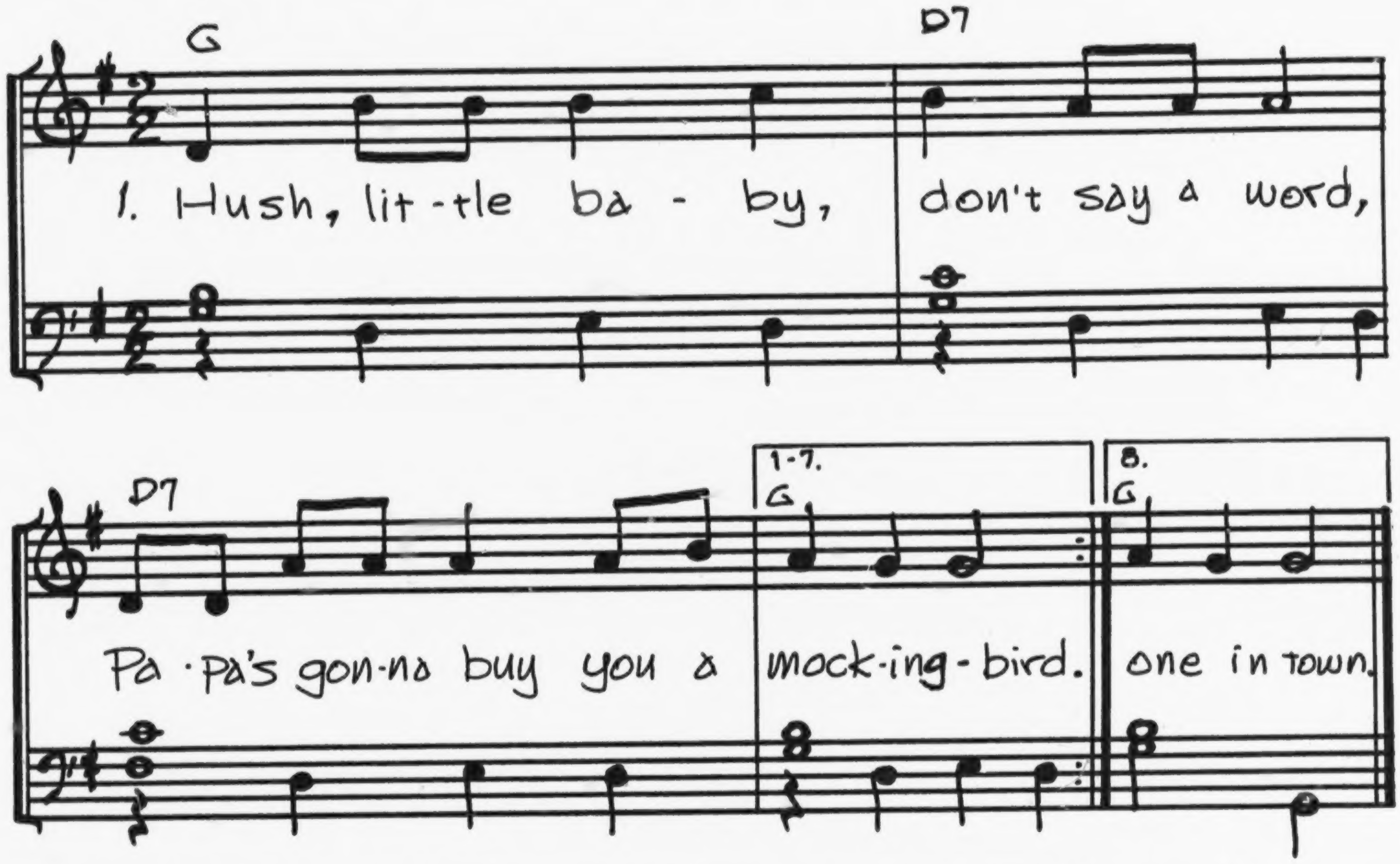
GO TELL AUNT RHODY

This is a favorite of many children. Have some of your children learn to play the accompaniment on the autoharp.

Read the words to the children and explain what a featherbed is, what goslings are and why they *are crying*.

Units: Animals, American Folk Customs.

Hush Little Baby


G
D7
1. Hush, lit-tle ba - by, don't say a word,
D7
1-7.
G
8.
G
Pa-pa's gon-na buy you a mock-ing-bird. one in town.

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2. If that mockingbird won't sing,
Papa's gonna buy you a diamond ring.

3. If that di'mond ring turns to brass,
Papa's gonna buy you a looking glass.

4. If that looking glass gets broke,
Papa's gonna buy you a billy goat.

5. If that billy goat won't pull,
Papa's gonna buy a cart and bull.

6. If that cart and bull turn over,
Papa's gonna buy you a dog named Rover.

7. If that dog named Rover won't bark,
Papa's gonna buy you a horse and cart.

8. If that horse and cart fall down,
You'll be the sweetest little one in town.

HUSH, LITTLE BABY

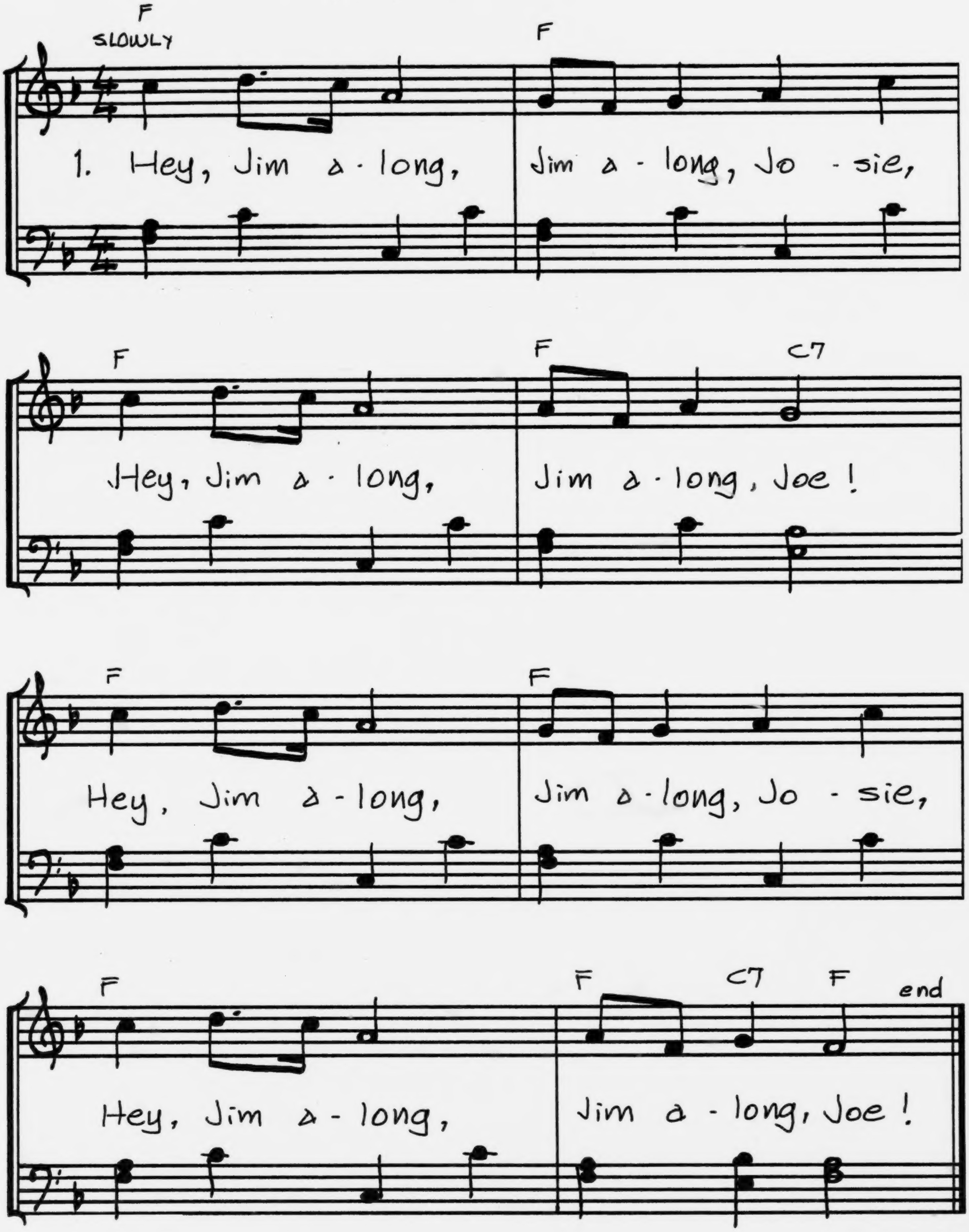
Play a guessing game to see if the children can guess the rhyming word at the end of each verse.

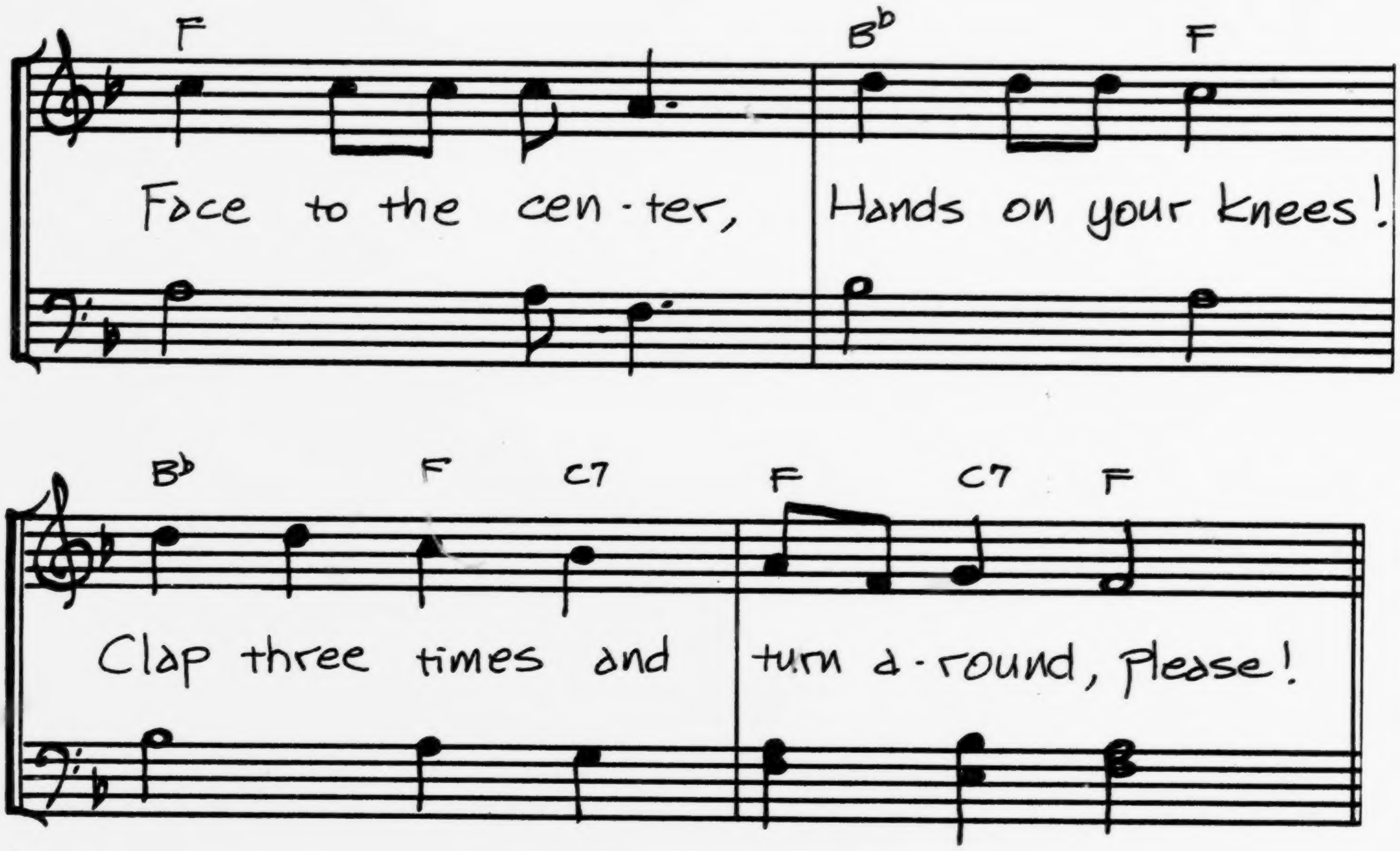
Encourage the children to sing this song simply and smoothly like a folk song.

The verses are so short that a child, or several children could take turns playing the autoharp.

Units: American Folk Customs, Language Arts,
Rhyming of Words.

Jim-Along, Josie


SLOWLY
F
F
1. Hey, Jim a-long,
Jim a-long, Jo-sie,
F
F
C7
Hey, Jim a-long,
Jim a-long, Joe!
F
F
Hey, Jim a-long,
Jim a-long, Jo-sie,
F
F
C7
F
end
Hey, Jim a-long,
Jim a-long, Joe!


F
B♭
F
Face to the cen-ter, Hands on your knees!
B♭
F
C7
F
C7
F
Clap three times and turn a-round, please!

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fast 2. Tiptoe along, Jim-a-long, Josie, etc.
slowly 3. Strut, Jim-a-long, Jim-a-long, Josie, etc.
fast 4. Run, Jim-a-long, Jim-a-long, Josie, etc.
fast 5. Jump, Jim-a-long, Jim-a-long, Josie, etc.
6. Do what you want, Jim-a-long, Josie, etc.

JIM - ALONG, JOSIE

After the children have learned this song, teach them the directions, *Face to the center, Hands on your knees! Clap three times and turn around, please!*

The general action in the first verse can be that of walking. The other verses call for tiptoeing, strutting, running, jumping, and doing what they want.

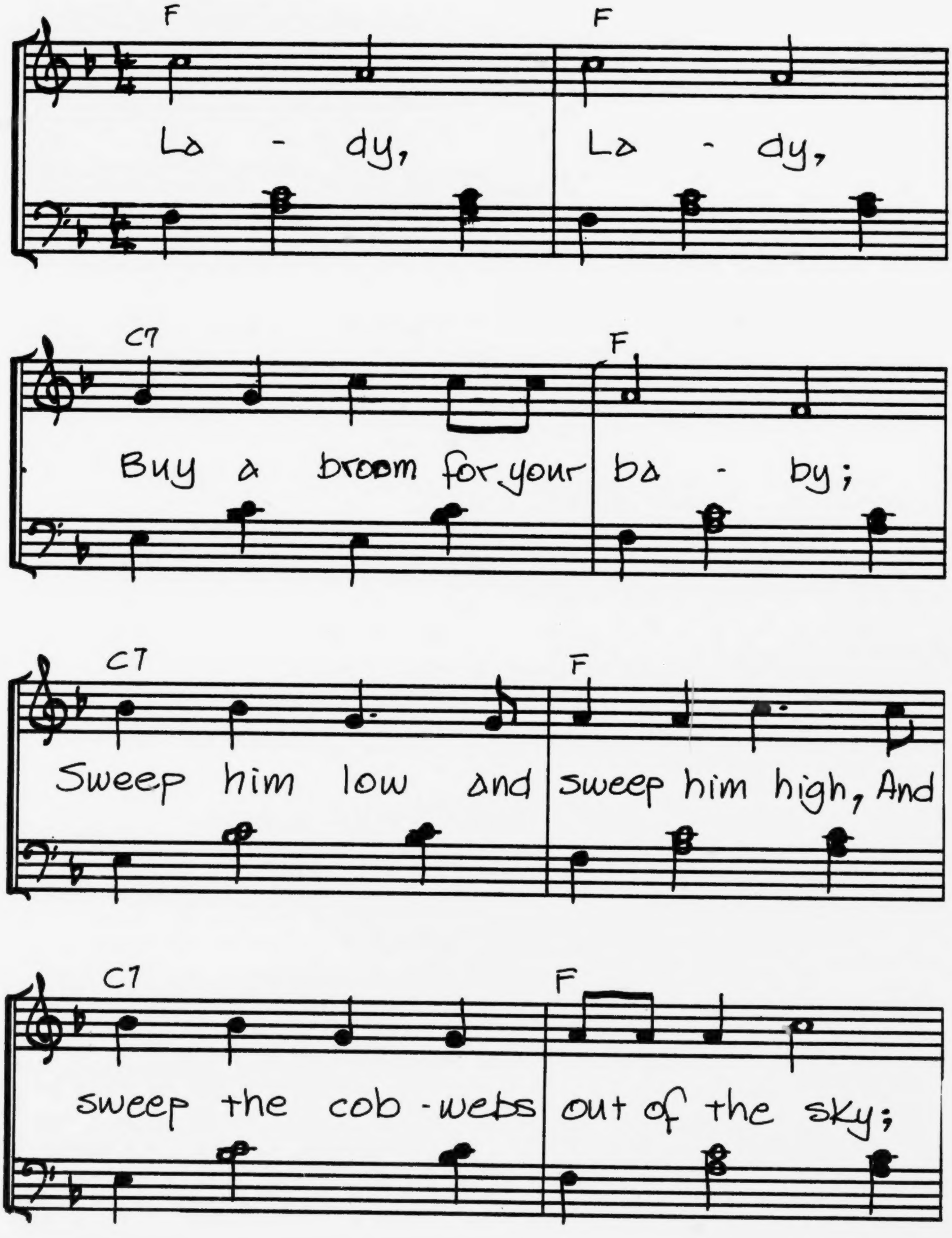
This song can be "danced" in a circle. (In order to keep the circle round, have the children dance around a table in the center.)

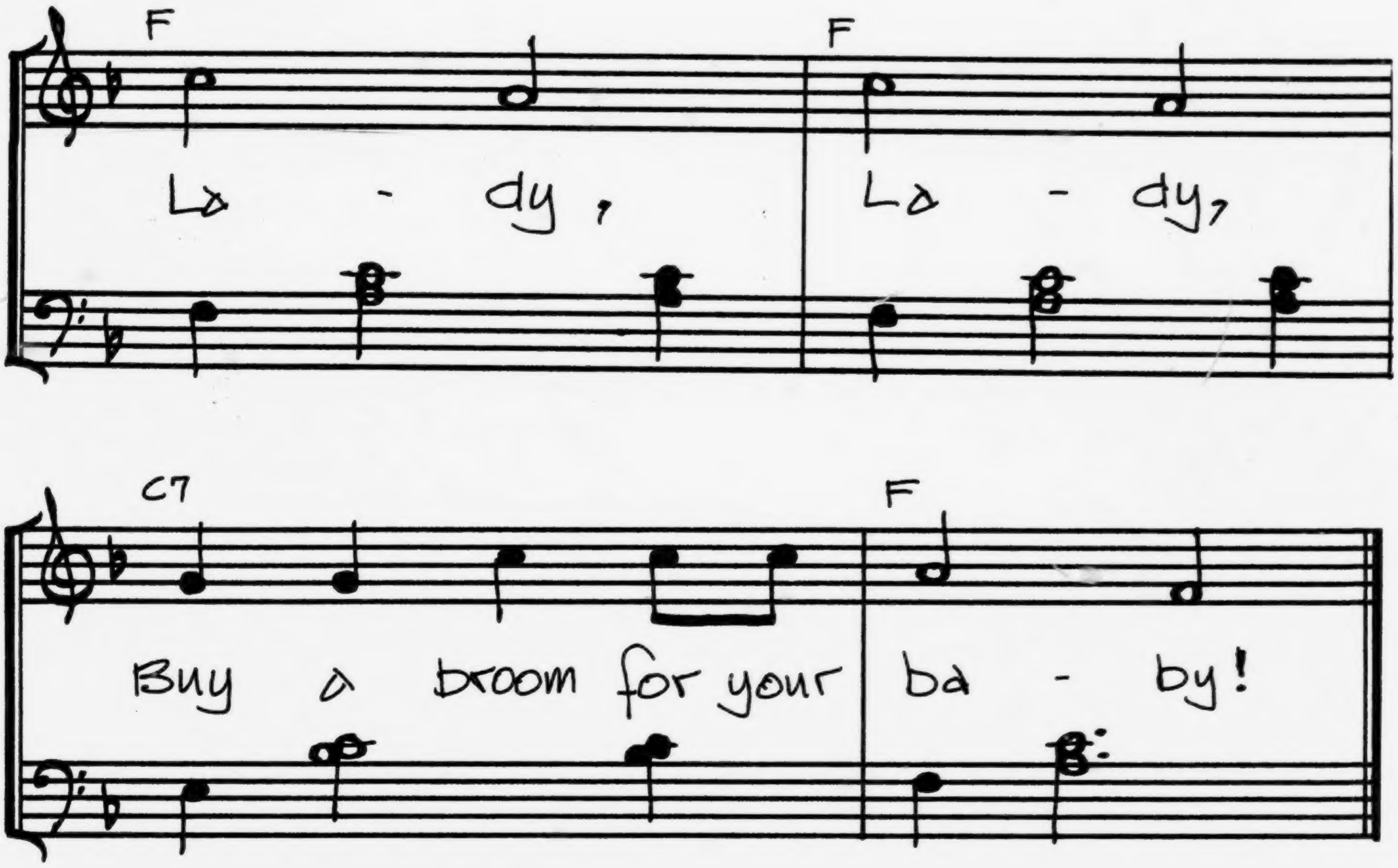
After the children learn the song and actions let the circle move in a different direction for each stanza.

Use rhythm sticks or a hand drum to keep the main beats of the measures steady. Light tapping on the drum or a triangle might be used on the "tiptoe" verse.

Units: Language Arts (following directions),
Number Concepts.

Lady, Lady


F
F
La - dy, La - dy,
C7
F
Buy a broom for your ba - by;
C7
F
Sweep him low and sweep him high, And
C7
F
sweep the cob - webs out of the sky;



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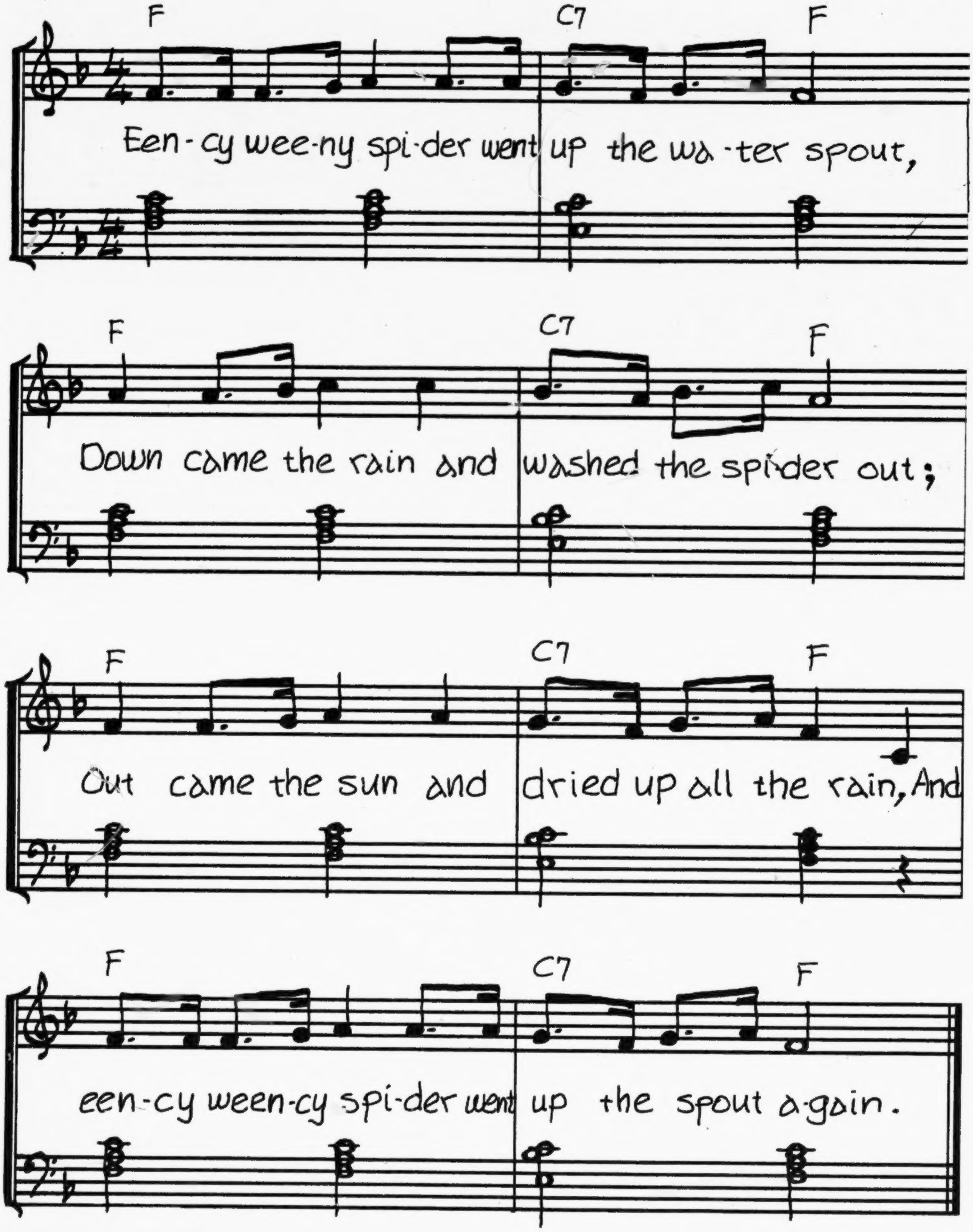
LADY, LADY

Play or sing quietly and slowly as a lullaby and then louder and faster as a dance tune. See if the children can tell which sounds like a lullaby and which sounds like a dance.

After the children have learned the song, have them sing it as a lullaby, and then as a dance.

Play a triangle on the words, *Lady, Lady.*

Eency Weency Spider


F C7 F
Een-cy wee-ny spi-der went up the wa-ter spout,
F C7 F
Down came the rain and washed the spider out;
F C7 F
Out came the sun and dried up all the rain, And
F C7 F
een-cy ween-cy spi-der went up the spout a-gain.

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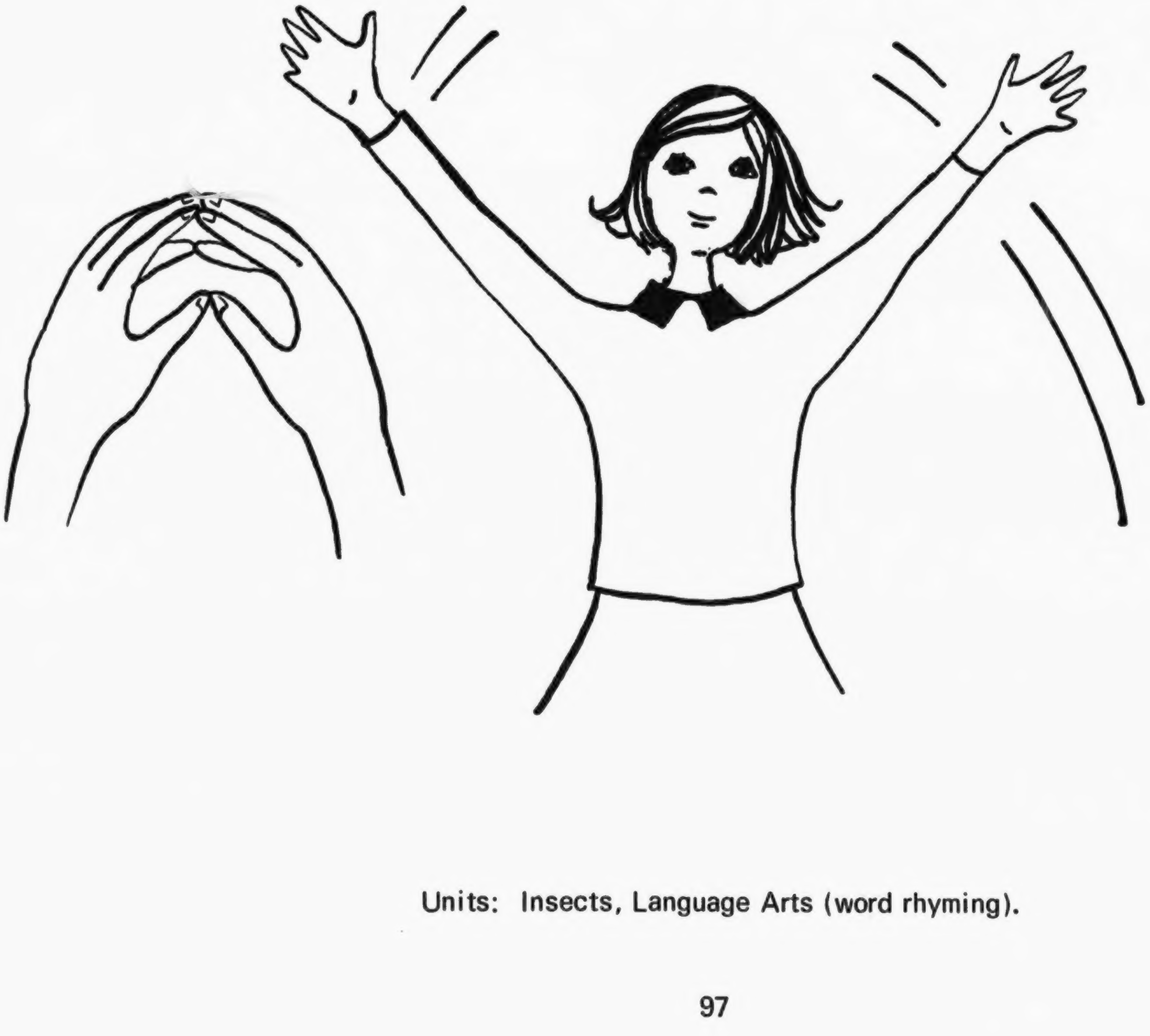
EENCY WEENCY SPIDER

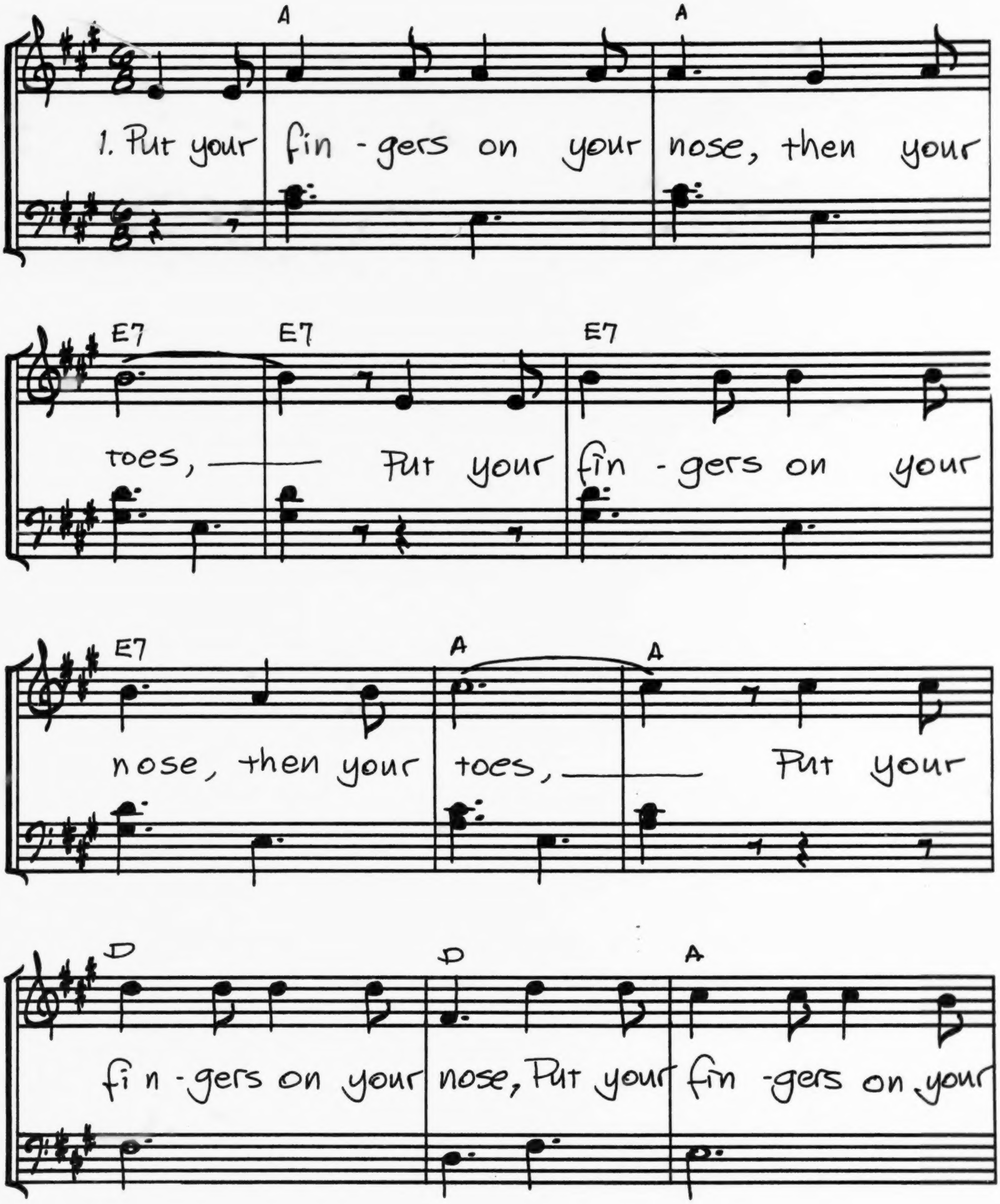
This is an acting-out song using the fingers and arms.

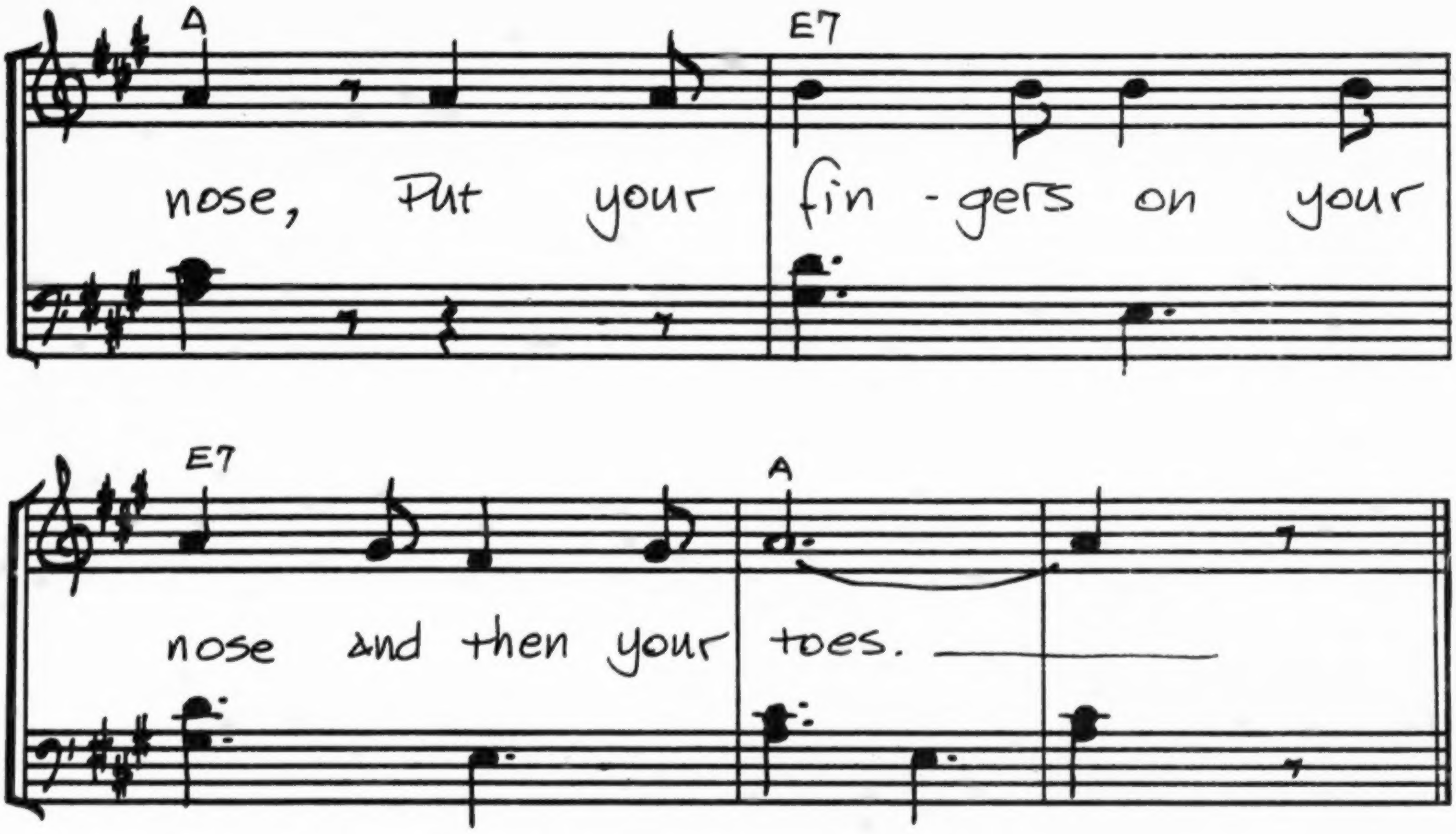
The fingers together indicate the *eency weency spider.*
Wiggling the fingers upward indicates, *went up the water spout.*
A downward motion with the arms indicates *Down came the rain and washed the spider out.*
An outward, or spreading out motion of the arms indicates, *Out came the sun and dried up all the rain.*
The same finger motion as the first line is repeated for the last line.



Units: Insects, Language Arts (word rhyming).

Fingers, Nose and Toes


A
A
1. Put your fin - gers on your nose, then your
E7
E7
E7
toes, — Put your fin - gers on your
E7
A
A
nose, then your toes, — Put your
D
D
A
fi n - gers on your nose, Put your fin - gers on your


A
E7
nose, Put your
fin - gers on your
E7
A
nose and then your
toes. ___

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2. Put your fingers on your nose, then your cheeks, (2 times)
Put your fingers on your cheeks and then leave them
there for weeks,
Put your fingers on your nose and then your cheeks.

3. Put your fingers on your nose, then your hair, (2 times)
Put your fingers on your hair and then wave them
in the air,
Put your fingers on your nose and then your hair.

FINGERS, NOSE, AND TOES

In the three verses of this song the actions refer to putting the fingers on the nose, toes, cheeks, and hair. Before teaching this song be sure the children are able to put their finger on their nose, toes, cheeks and hair.

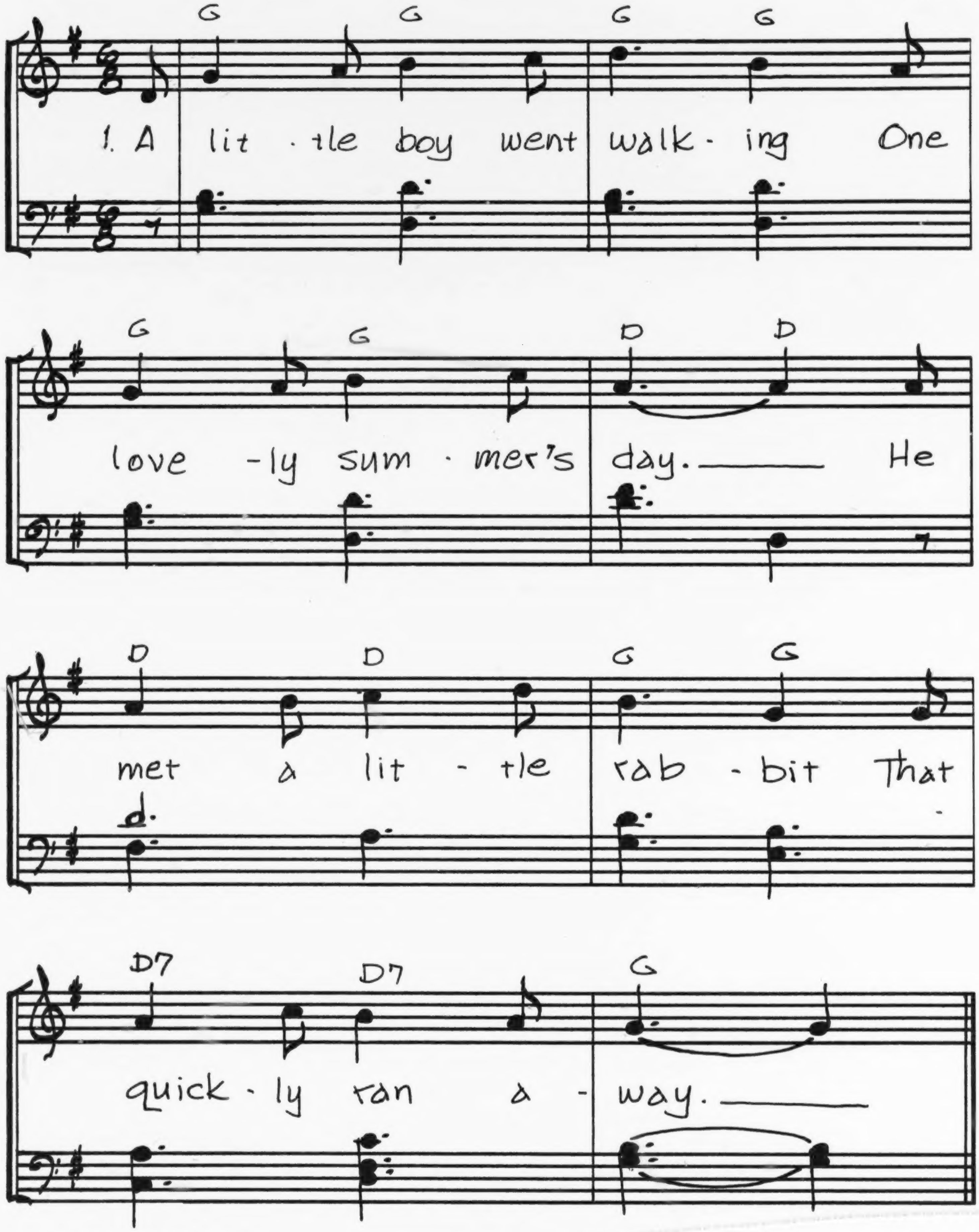
As you sing this song to the children, do the actions and encourage them to do the same as they listen.

This is a good song to skip to the music.

After the children have learned all the verses encourage them to make up new verses.

Units: Language Arts (following directions,
word study), Awareness of Body.

A Little Boy Went Walking


G
G
G
G
1. A lit - tle boy went walk - ing One
G
G
D
D
love - ly sum - mer's day. He
D
D
G
G
met a lit - tle rab - bit That
D7
D7
G
quick - ly ran a - way.

From THE MAGIC OF MUSIC--KINDERGARTEN

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2. He saw a shining river
Go winding in and out,
And little fishes in it
Were swimming all about.

3. And as he watched the birdies
Above the treetops fly,
He saw the clouds go sailing
Across the sunny sky.

4. The bridge above the water
Was where he stopped to rest,
And there along the bank was
A little sparrow's nest.

5. He saw the big church steeple,
The flow'rs that summer brings.
He said, "I'll go tell Mother
I've seen so many things."

A LITTLE BOY WENT WALKING

This song-story lends itself to arm and hand movements.

Have the children clap the rhythm (♩♪♩♪); then have them skip to this rhythm. Change the word *walking* to "skipping" in the first verse.

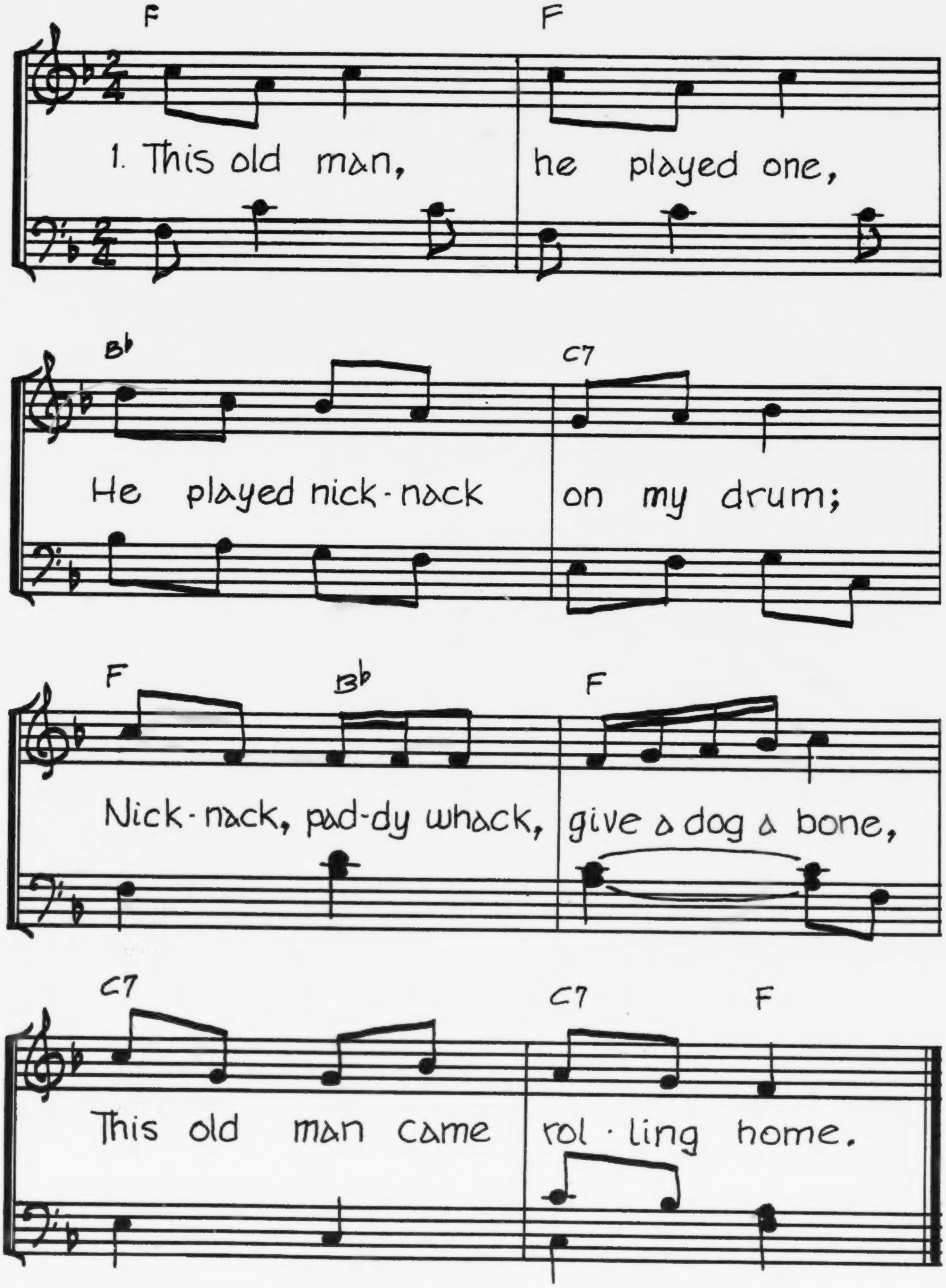
By changing the rhythm slightly to a faster rhythmic pattern (♫♩) the children can run while the sing *A little boy went running,* etc. The same thing can be done with "walking." In this case the rhythm pattern should be slow and even (♩♩♩).

You as the teacher can sing these various rhythms by leaving out the word "walking," "skipping," or "running," and let the children guess what word should be inserted. (Involves auditory and kinesthetic perception.)

Have the children clap when they feel the heavy beat (or pulse). Rhythm instruments may be used in the same way.

Units: Home and Community.

Nick-Nack, Paddy Whack


F
F
1. This old man,
he played one,
B♭
C7
He played nick-nack
on my drum;
F
B♭
F
Nick-nack, pad-dy whack,
give a dog a bone,
C7
C7
F
This old man came
rol-ling home.

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2. This old man, he played two.
He played nick-nick on my shoe.

3. This old man, he played three.
He played nick-nack on my tree.

4. This old man, he played four,
He played nick-nack on my door.

5. This old man, he played five,
He played nick-nack on my hive.

6. This old man, he played six,
He played nick-nack on my sticks.

7. This old man, he played seven,
He played nick-nack on my oven.

8. This old man, he played eight,
He played nick-nack on my gate.

9. This old man, he played nine,
He played nick-nack on my line.

10. This old man, he played ten,
He played nick-nack on my hen.

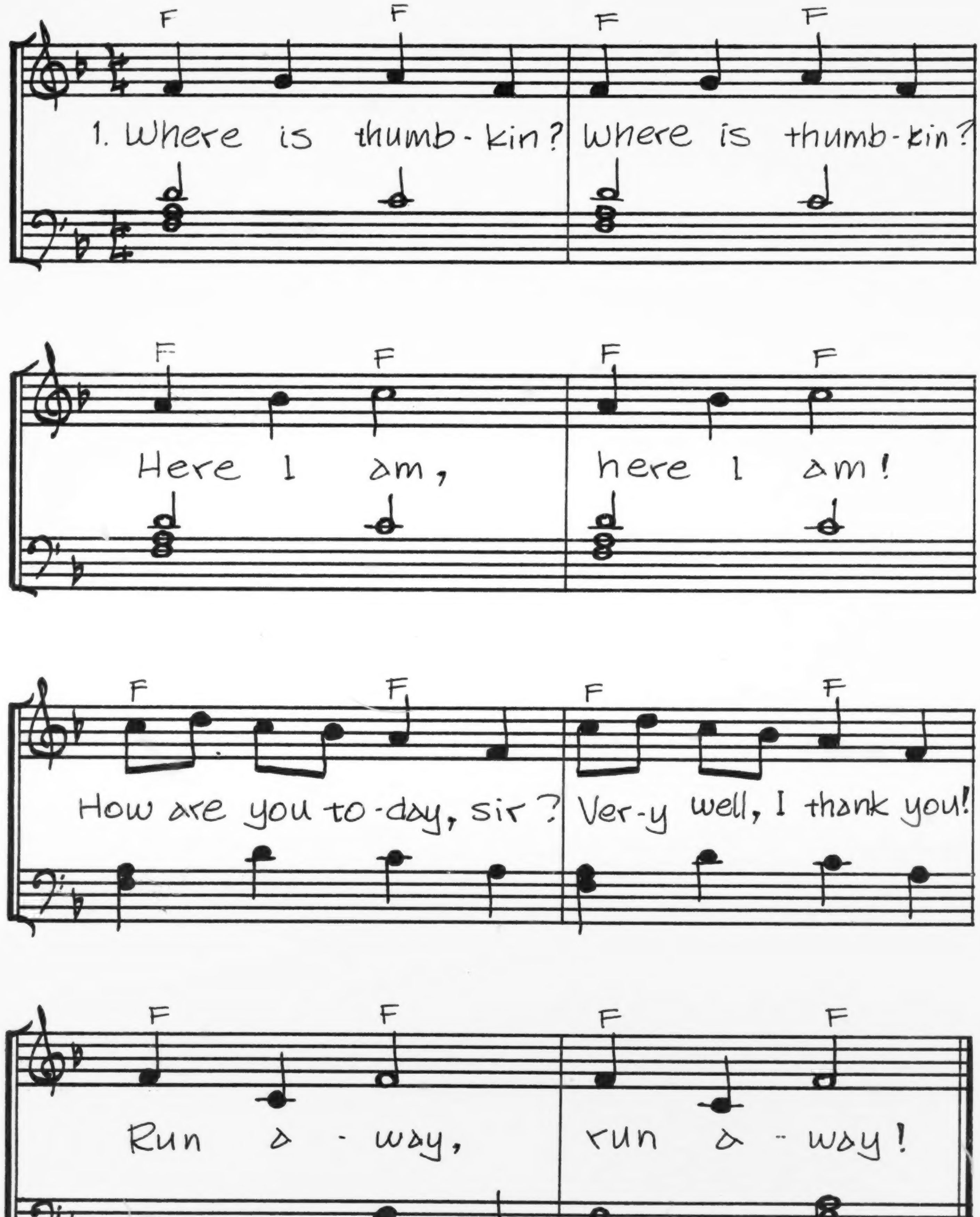
NICK-NACK, PADDY WHACK

In this song, have the children pantomine the numbers with the use of their fingers, and the action implied in *He played nick-nack on my shoe* (point to shoe, or touch shoe), etc. The children will want to suggest other words that rhyme with the numbers; for instance, they might sing "He played nick-nack on my floor," instead of *door.*

Have the children suggest additional verses for additional numbers.

Units: Number concepts, Rhyming of Words.

Where is Thumbkin?


F F F F
1. Where is thumb-kin? Where is thumb-kin?
F F F F
Here I am, here I am!
F F F F
How are you to-day, sir? Ver-y well, I thank you!
F F F F
Run a-way, run a-way!

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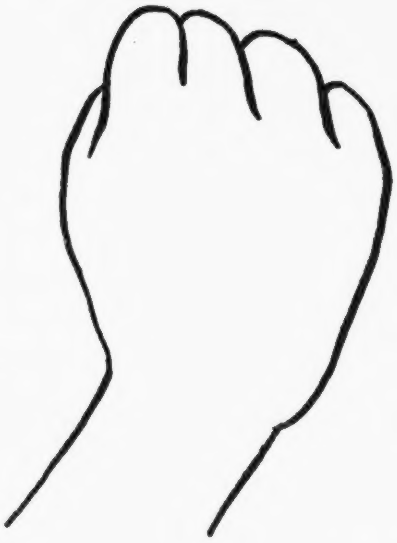
2. Where is pointer?

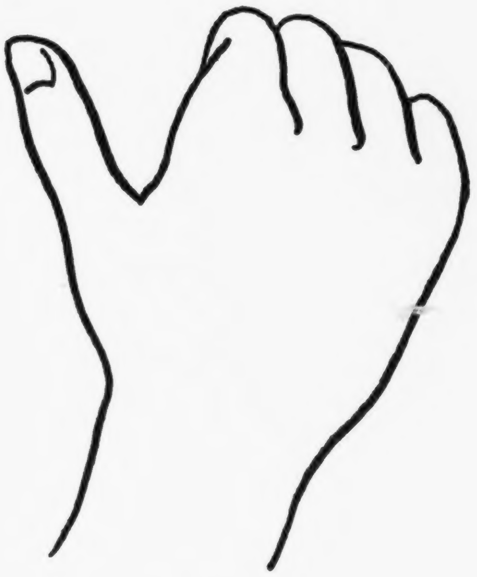
3. Where is tall man?

4. Where is ring man?

5. Where is little man?

6. Where's the family? (Here we are.)





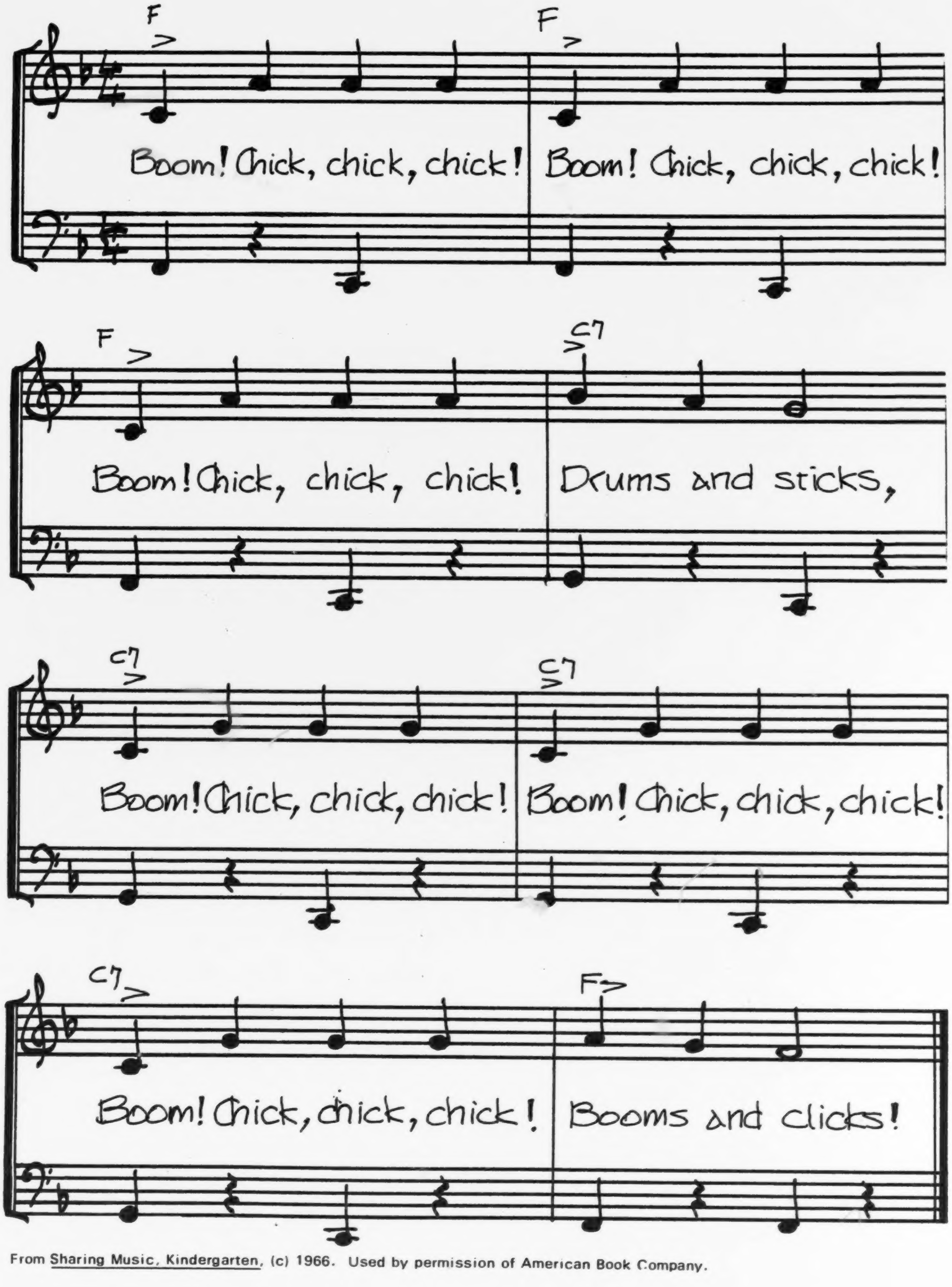
WHERE IS THUMBKIN?

This is a favorite finger game for children which can teach them about their fingers and hands. The children wiggle the finger or fingers they are singing about as they put their hands behind their backs on the words *Run away, run away!*

The song can be varied by using the names of the children. For example, "Where is Johnny," or "Where is Susan?," etc. Let that person answer by singing, "Here I am, here I am!" and "Very well, I thank you!"

Units: Body Awareness.

Drums and Sticks


F
F
Boom! Chick, chick, chick! Boom! Chick, chick, chick!
F
C7
Boom! Chick, chick, chick! Drums and sticks,
C7
C7
Boom! Chick, chick, chick! Boom! Chick, chick, chick!
C7
F
Boom! Chick, chick, chick! Booms and clicks!

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DRUMS AND STICKS

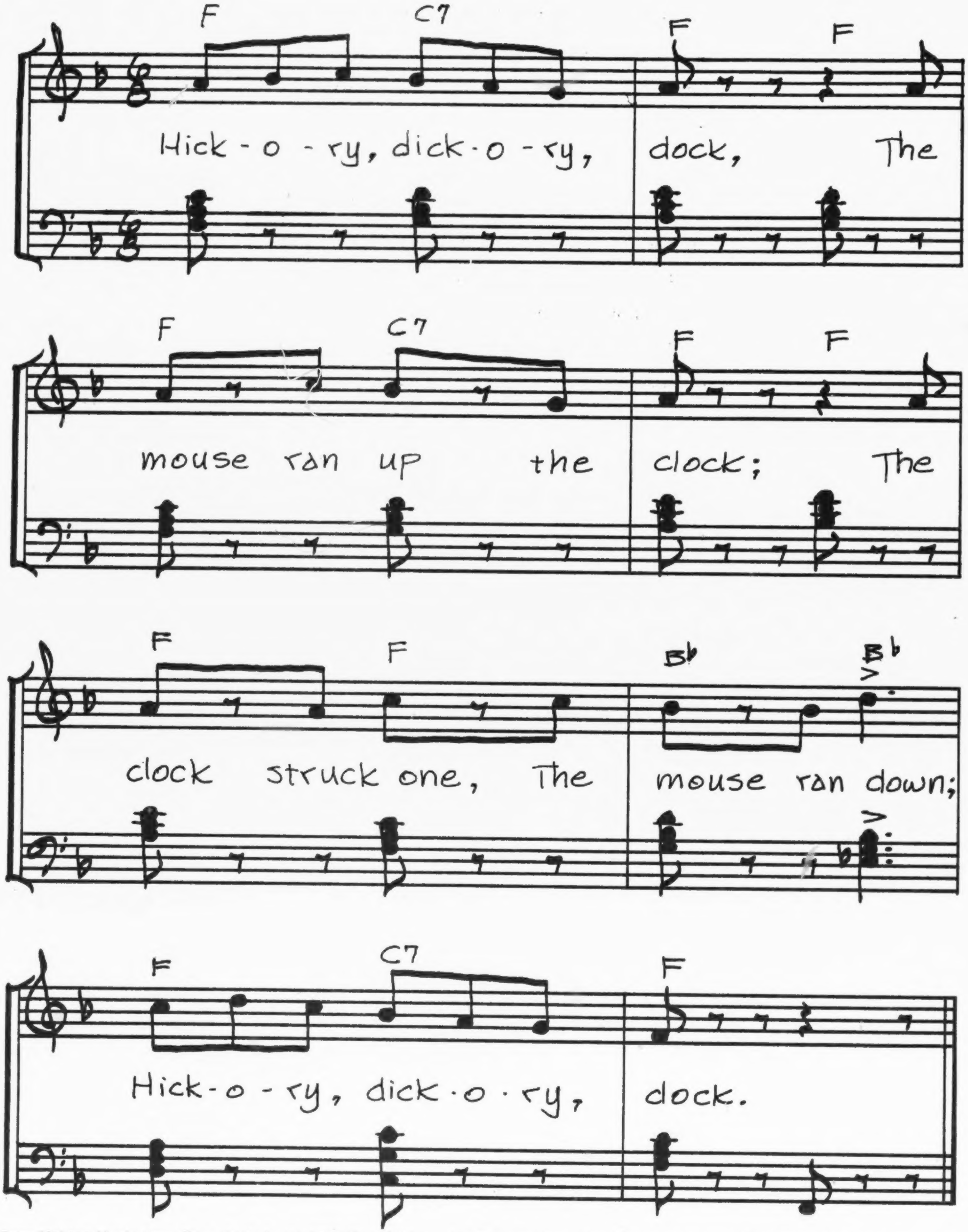
As you teach this to the children, have them clap when they hear the word *Boom.* Later, have them clap or tap on their desks on the words *chick, chick, chick.*

After the song is learned, let some play the drum on the word, *Boom* and some play sticks or blocks on *chick, chick, chick.* In order for the children playing the sticks or blocks to feel all the beats have them play an imaginary beat in the air when the drum is playing.

Have a parade with marching and instruments.

Units: School Activities (the school band).

Hickory, Dickory, Dock


F C7 F F
Hick-o-ry, dick-o-ry, dock, The
F C7 F F
mouse ran up the clock; The
F F B♭ B♭
clock struck one, The mouse ran down;
F C7 F
Hick-o-ry, dick-o-ry, dock.

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HICKORY, DICKORY, DOCK

Ask the children what rhythm instruments sound most like the ticking of a clock (tone block, wood block, rhythm sticks). Does the ticking of a clock make an even sound or an uneven sound?

Let a group of children sing the song while others do the ticking of the clock by using tone block, wood block or rhythm sticks.

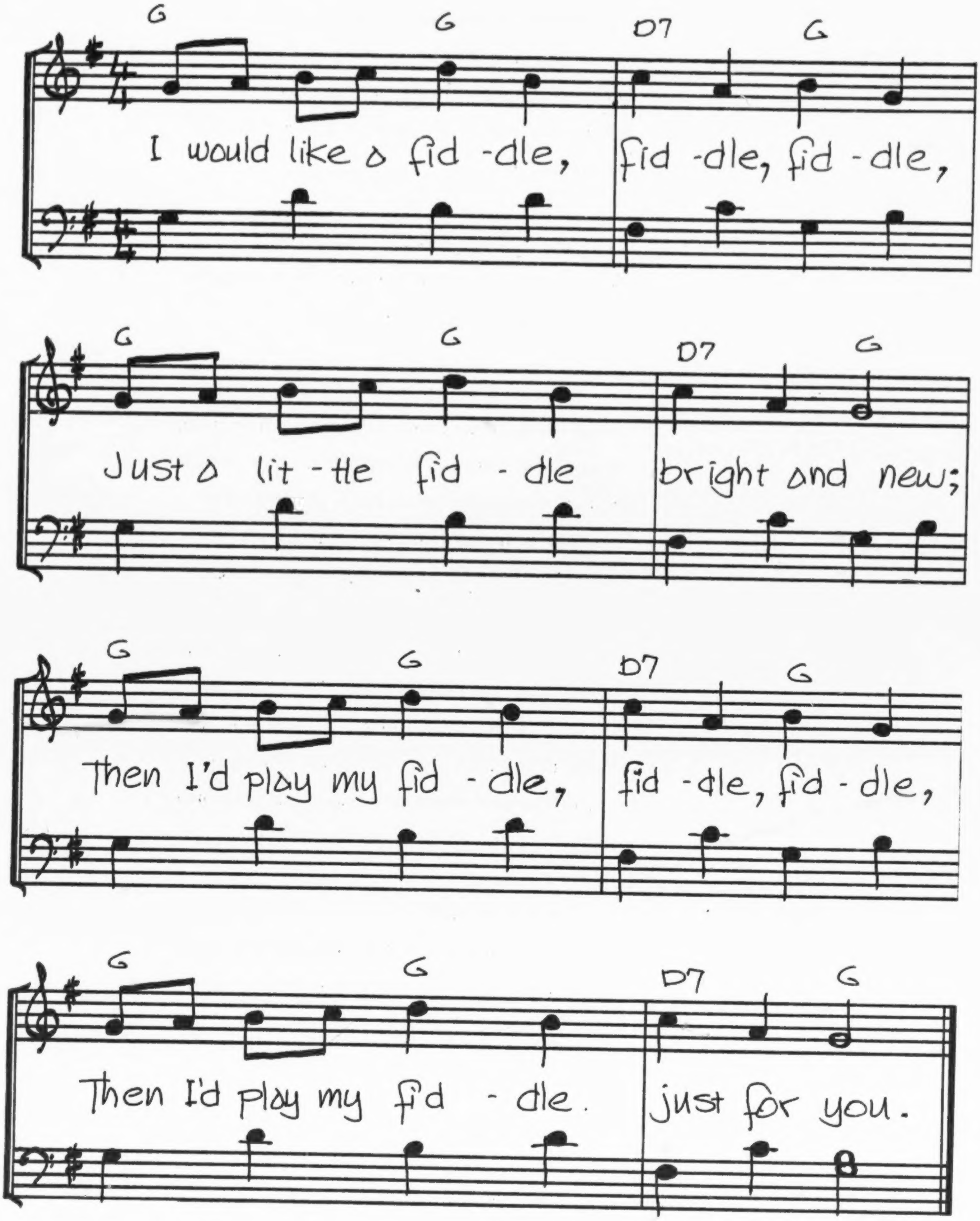
Have the children act out the song. Some of the children can be mice darting in and running around make-believe clocks. Some of the children will want to make various kinds of clocks and pin them on themselves and use their arms or bodies as the pendulum of a grandfather clock.

When the children sing, *The mouse ran down,* someone can play a glissando with the mallet from right to left on the tuned bells, or with their finger or fist from right to left down the piano keyboard. Still others can sing the song or play the instruments for ticking sounds.

Various numbers can be substituted for *The clock struck* *one* and let someone or a small group use triangles to strike the correct number of times the clock *struck*.

Units: Number Concepts, Time.

My Fiddle


G G D7 G
I would like a fid-dle, fid-dle, fid-dle,
G G D7 G
Just a lit-tle fid-dle bright and new;
G G D7 G
Then I'd play my fid-dle, fid-dle, fid-dle,
G G D7 G
Then I'd play my fid-dle. just for you.

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MY FIDDLE

This tune is easy to learn since the first four measures are exactly like the last four measures. Have a picture or chart of the instruments of the orchestra so you or the children can point to each one as you sing about it.

While the children are learning the song, encourage them to pretend they are playing the instrument.

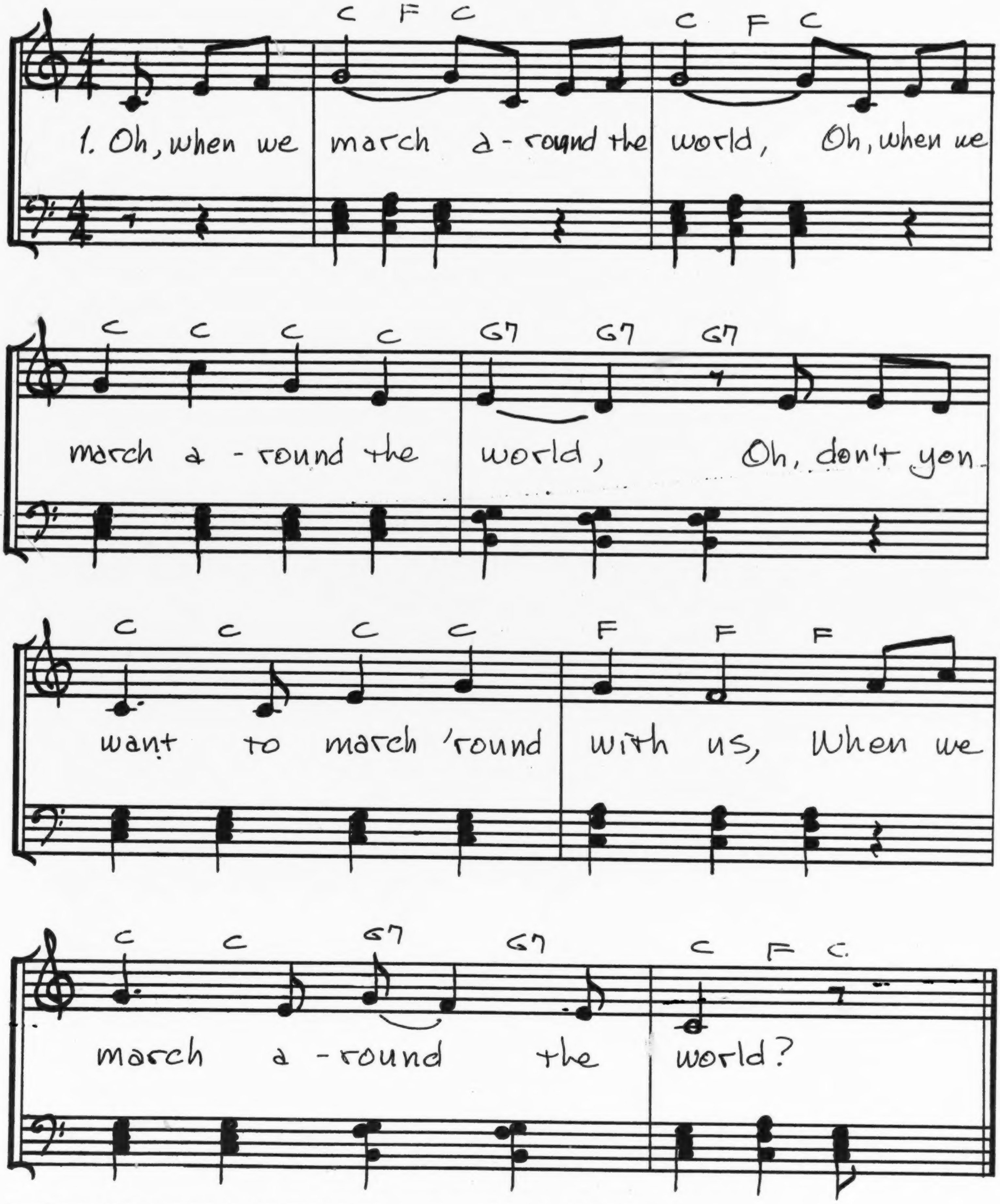
In subsequent stanzas use the words trumpet, trombone, bass drum, cymbal, clarinet, xylophone, tambourine, etc.

If you have a good group of singers, and after the song is learned, it is fun and easy to do as a round. After one group sings *I would like a fiddle, fiddle, fiddle,* then the second group begins.

When the class sings about rhythm instruments let some of the children play that instrument.

Units: Orchestra, School Activities (band or orchestra organizations)

When We March


C F C C F C
1. Oh, when we march a-round the world, Oh, when we
C C C C G7 G7 G7
march a-round the world, Oh, don't you
C C C C F F F
want to march 'round with us, When we
C C G7 G7 C F C
march a-round the world?

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2. Oh, when we clap (𝄽 𝄽) our hands like this (𝄽 𝄽).
3. Oh, when we jump (𝄽 𝄽) our feet like this (𝄽 𝄽).
4. Oh, when we wave our hands up high.
5. Oh, when we skip around the moon.

WHEN WE MARCH

As you teach this song, let the children form a parade and march around the room.

Let some of the children play rhythm instruments while the rest march or some of the children may wish to play and march at the same time.

The second, third, fourth, and fifth verses suggest other actions to the rhythm of the song. The children will have additional suggestions.

Units: Language Arts (following directions,
thinking and doing).

SINGING ACTIVITIES

FOR

INTERMEDIATE AND SECONDARY LEVELS

SINGING ACTIVITIES FOR INTERMEDIATE AND SECONDARY LEVEL

A. Approaching Music at the Intermediate and Secondary Levels:

Many of your children will have had little experiences with music and will therefore enjoy and learn from the suggested program at the primary level. The basic presentation at the intermediate and secondary level is similar to the primary level. The choice of songs, records, the use of instruments, etc., will be at a level in keeping with their chronological age. For instance, teaching the song and dance, *Skip To My Lou,* has more appeal to the intermediate and secondary children in your classes than the song *Hickory, Dickory Dock.* Folk and patriotic songs appeal to this age group. Many of the suggested songs, records, stories, etc., will be useful in each group.

B. Special goals for developing:

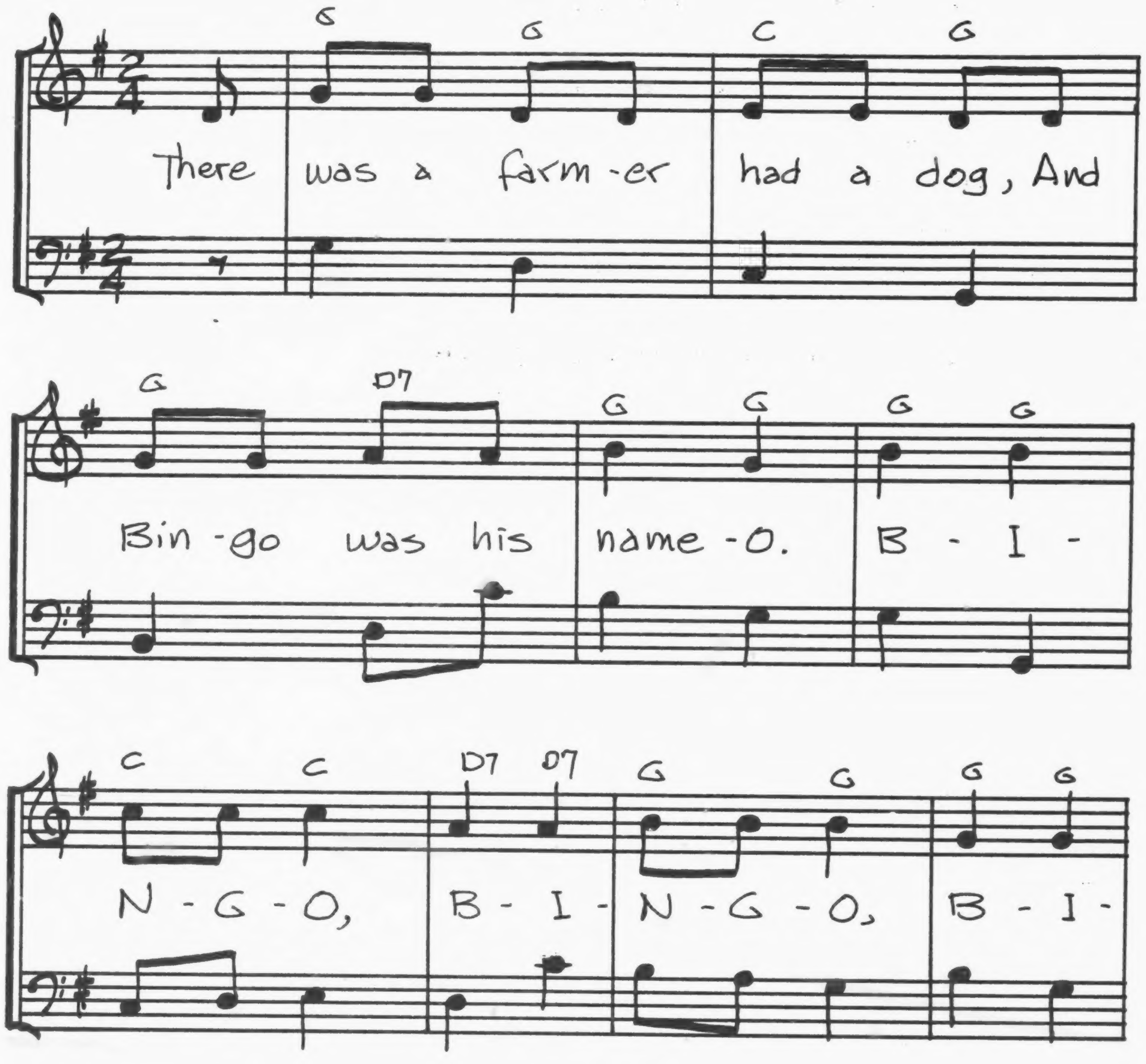
1. Appreciation
   - (a) to participate in a variety of musical experiences with enthusiasm, pleasure, satisfaction.
   - (b) to respond with feeling to various moods in music sung, heard, and played.
   - (c) to become aware of phrases sung and heard.
   - (d) to become aware of contrasting music; a dance and a lullaby, a sad song and a happy song, a cowboy song and an Indian song, etc.
2. Competency
   - (a) to recognize the difference between up and down or repeated tones in the melody.
   - (b) to recognize skips and steps in the movement of the melody.
   - (c) to recognize whether the rhythm moves with a feeling of two's or three's.
   - (d) to identify by sound and sight some of the common musical instruments (violin, clarinet, trumpet, piano, cello, oboe, French horn).
   - (e) to sing more accurately within the student's range.
   - (f) to vary the tone quality of the singing to suit the mood of the song.
   - (g) to sing simple two-part rounds such as *Are You Sleeping?* and *Row, Row, Row Your Boat.*
   - (h) to play simple tone patterns on the piano or bells to accompany singing.
   - (i) to play simple rhythmic patterns on rhythm instruments to accompany singing.
   - (j) to play simple autoharp accompaniments.
   - (k) to move with rhythm in action songs and singing games.
   - (l) to clap with the right accent.
   - (m) to show melodic direction with up and down hand levels.
   - (n) to recognize directions of skips and steps in melodies.

3. Music concepts
    (a) of direction of melody--up, down, or stay the same.
    (b) of movement of melody--skip, step, or repeated tones.
    (c) of rhythm--fast or slow, even or uneven.
    (d) of phrases--music has sentences just as when we speak.
    (e) of chord changes.
    (f) of the way we feel.
    (g) of expressing our moods or feelings.
    (h) of movement in melody, rhythm, and harmony.

C. The Songs:

The next several pages of music have added teaching suggestions.

Bingo


G G C G
There was a farm-er had a dog, And
G D7 G G G G
Bin-go was his name-O. B-I-
C C D7 D7 G G G G
N-G-O, B-I-N-G-O, B-I-
Am Am D7 D7 G G
N-G-O, and Bin-go was his name-O.

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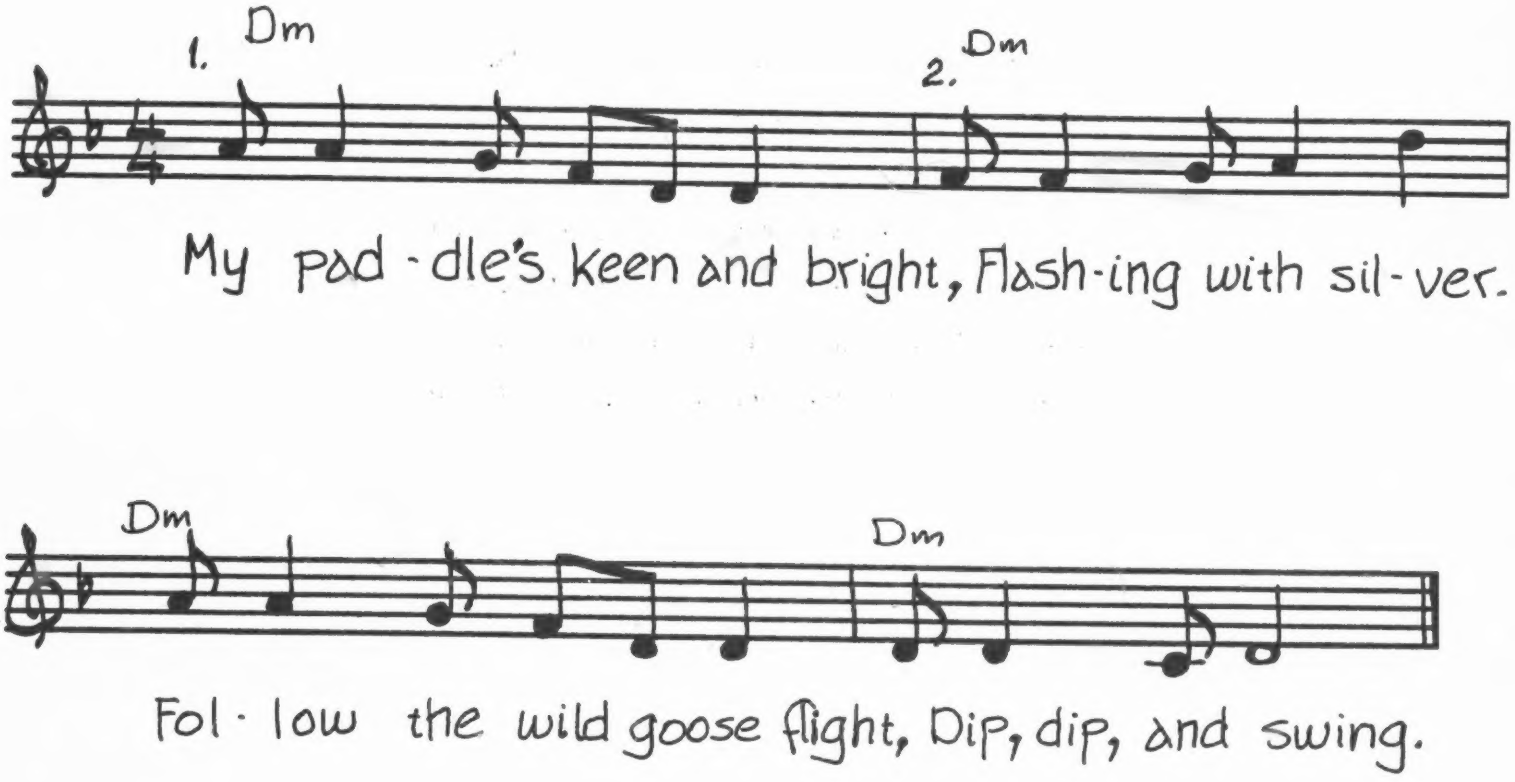
BINGO

The children will enjoy clapping to the basic rhythm of this song (two beats per measure).

This may be sung just as it is, or repeated, dropping one letter at a time and substituting a clap as *Bingo* is spelled out, until you have five claps and no letters. For instance, B-I-N-G-(clap).

Units: American Folk Customs.

Canoe Song


1.
Dm
2.
Dm
My pad - dle's keen and bright, Flash-ing with sil - ver.
Dm
Dm
Fol · low the wild goose flight, Dip, dip, and swing.

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CANOE SONG

If you have any recordings of American Indian songs let the children listen to them and keep time with drums.

Tell the children how the Indians used to play drums to send signals as well as to accompany their dances. They sang to their children as they worked. They used their voices, instruments, and dances in their ceremonies, prayers, and for enjoyment. All of the Indian melodies are sung, or chanted, on a few tones; usually five tones.

Emphasize the feeling of the syncopated rhythm of this song by clapping the first three or four notes in each measure as you sing, then by clapping without singing. Then have the children imitate your rhythmic clapping.

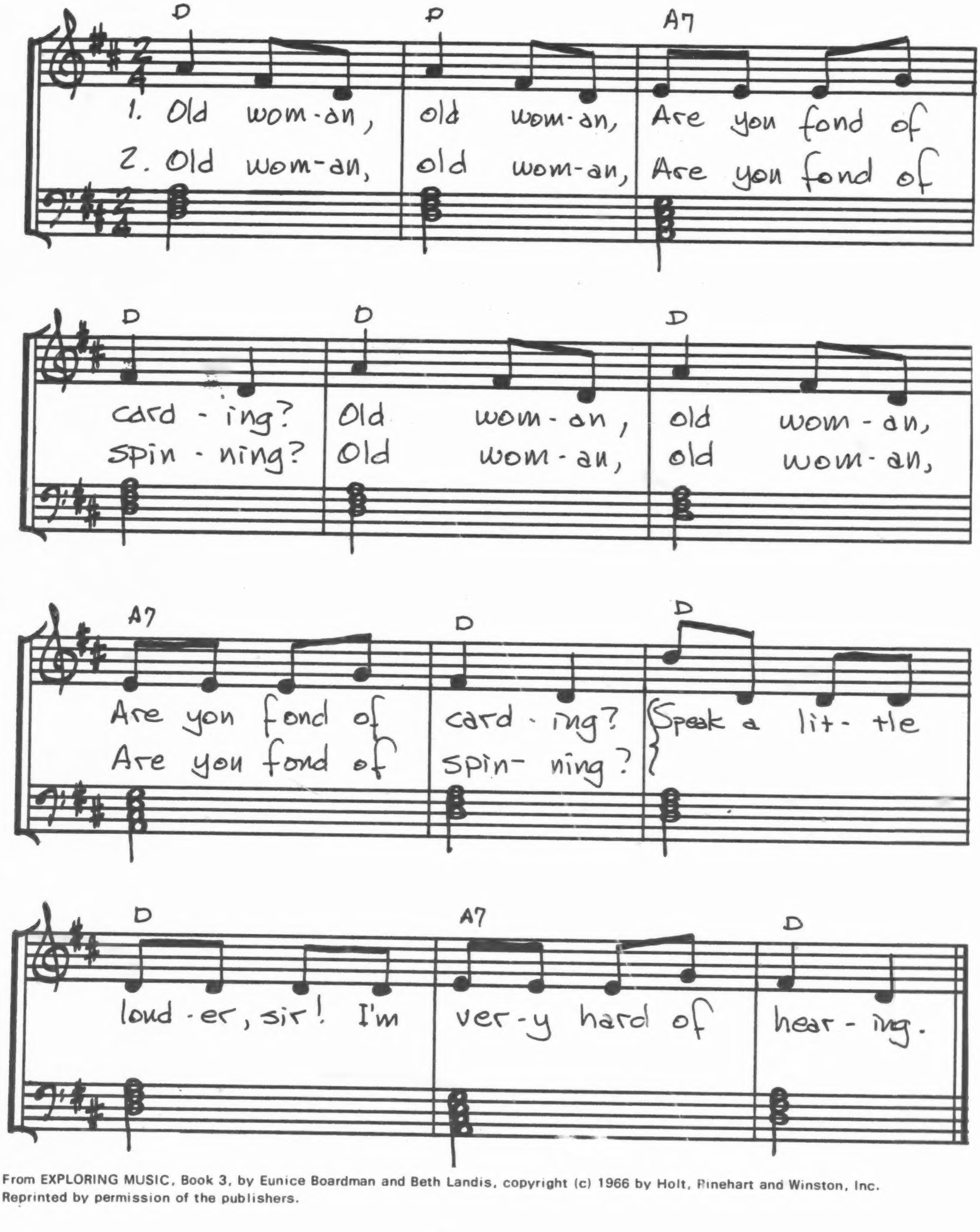
Speak the words and rhythm several times before attempting to sing it.

If you have a good class of singers, you might attempt a round by dividing the class into two groups (try to have a good lead singer in each group). One group starts out by singing the song all the way through. The second group starts when group one finishes the first phrase *My paddle's keen and bright*. However, if you and the children are familiar with *Row, Row, Row Your Boat* or *Are You Sleeping*, you might sing these as rounds first to see if your group can sing rounds. Usually, the song is done two or three times all the way through.

Let some of the children see if they can keep a steady *Indian* beat throughout the song.

This song can be dramatized.

Deaf Woman's Courtship


D D A7
1. Old wom-an, old wom-an, Are you fond of
2. Old wom-an, old wom-an, Are you fond of
D D D
card - ing? Old wom - an, old wom - an,
spin - ning? Old wom - an, old wom - an,
A7 D D
Are you fond of card - ing? Speak a lit - tle
Are you fond of spin - ning?
D A7 D
loud - er, sir! I'm ver - y hard of hear - ing.

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3. Old woman, old woman, Will you darn my stocking (2 times)
Speak a little louder, sir! I'm very hard of hearing.

4. Old woman, old woman, Will you let me court you? (2 times)
Speak a little louder, sir! I just begin to hear you.

5. Old woman, old woman, Don't you want to marry me? (2 times)
Oh, my goodness gracious me! I think that now I hear you!

DEAF WOMAN'S COURTSHIP

Explain what *carding* is--using a comb or brush to prepare wool for spinning.

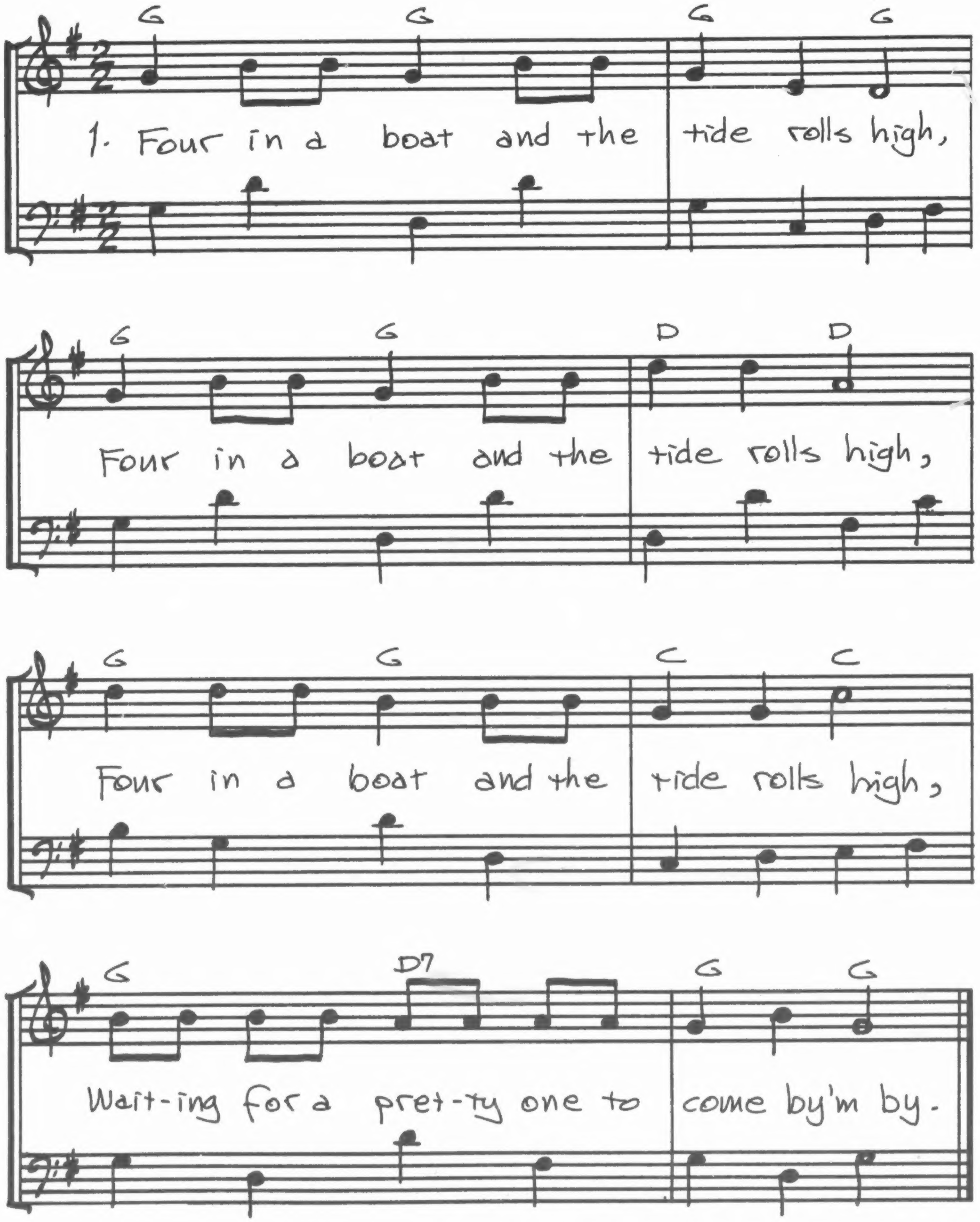
Have the children listen for the phrases which are alike in both music and words.

This may be used as a question and answer song. Have the girls pretend they are old ladies hard of hearing.

See if the children understand the joke of the song (verses four and five).

Units: American Folk Customs (folk song).

Four in a Boat


G G G G
1. Four in a boat and the tide rolls high,
G G D D
Four in a boat and the tide rolls high,
G G C C
Four in a boat and the tide rolls high,
G D7 G G
Wait-ing for a pret-ty one to come by'm by.

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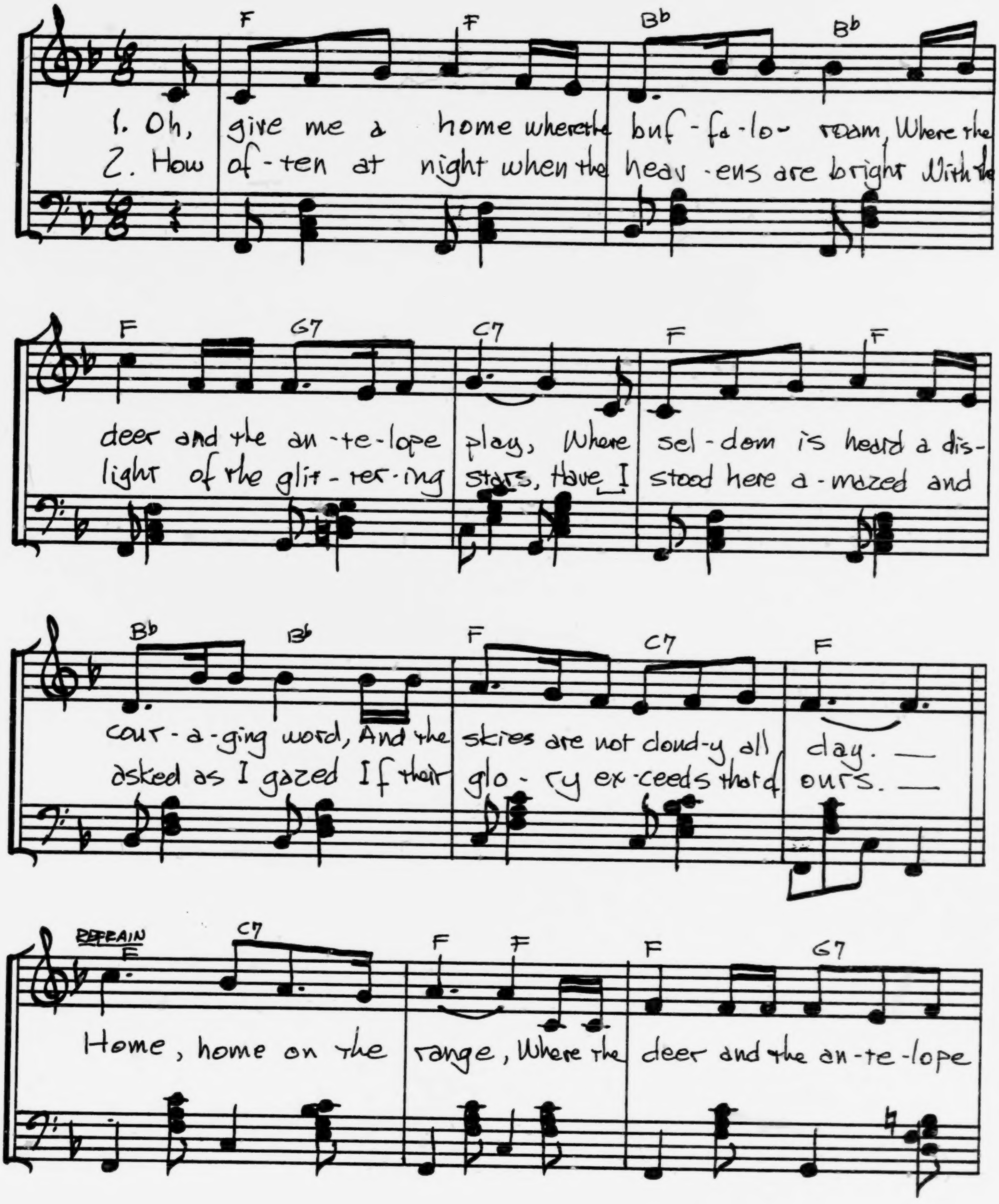
2. Choose your partner and stay all day, (3 times)
We don't care what the old folks say.

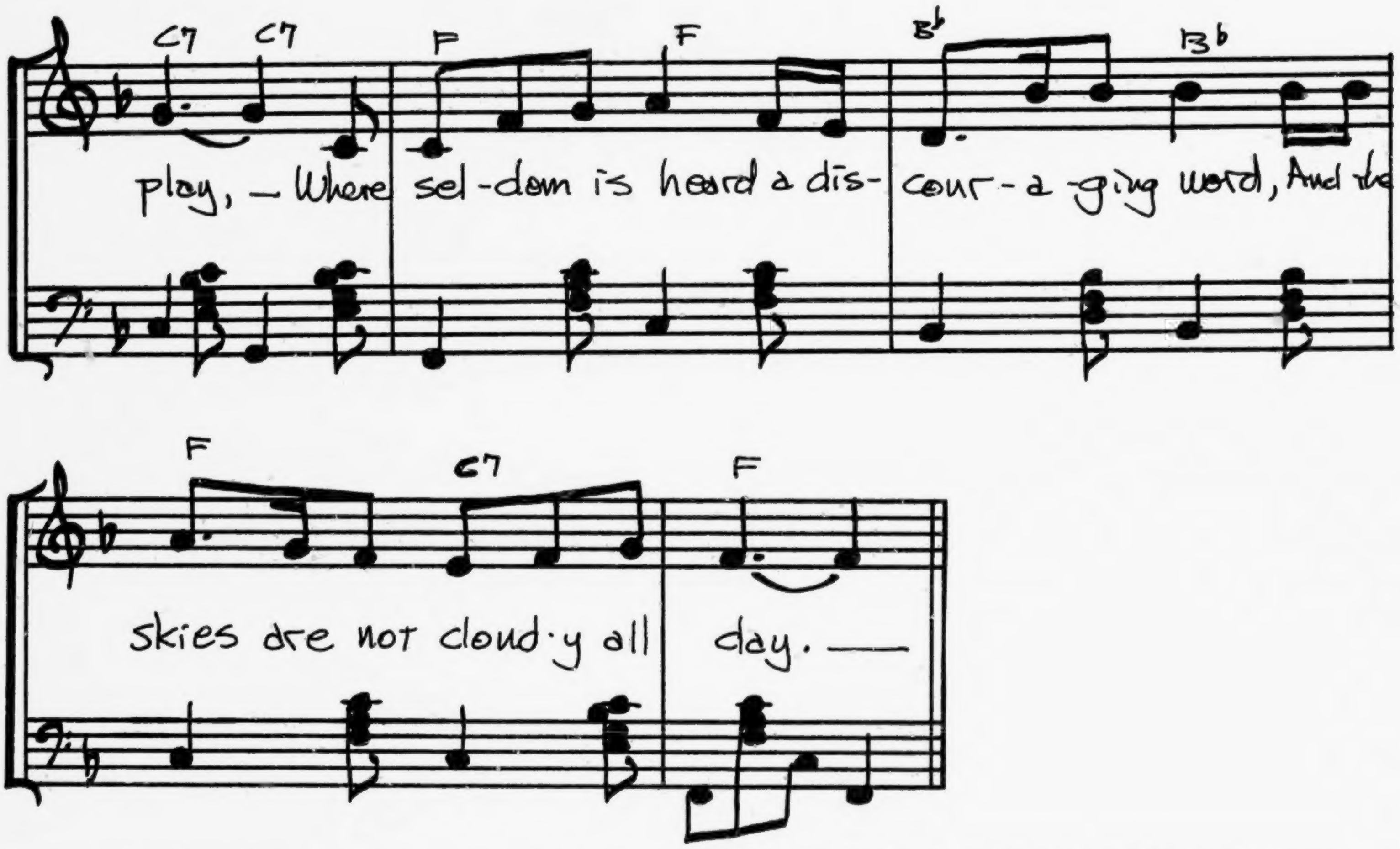
3. Eight in a boat and it won't go round, (3 times)
Swing that pretty one you've just found.

FOUR IN A BOAT

Have a group of four children act out the first verse while the rest sing. Then have the group choose other children as partners to act out the second verse. In the third verse eight children can act out the boat's getting full.

Home on the Range


F F Bb Bb
1. Oh, give me a home where the buf-fa-lo roam, Where the
2. How of-ten at night when the heav-ens are bright With the
F G7 C7 F F
deer and the an-te-lope play, Where sel-dom is heard a dis-
light of the glit-ter-ing stars, Have I stood here a-mazed and
Bb Bb F C7 F
cour-a-ging word, And the skies are not cloud-y all day. —
asked as I gazed If their glo-ry ex-ceeds that of ours. —
REFRAIN
F C7 F F F G7
Home, home on the range, Where the deer and the an-te-lope


C7
C7
F
F
B♭
B♭
play, — Where sel-dom is heard a dis- cour-a-ging word, And the
F
C7
F
skies are not cloud-y all day. —

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HOME ON THE RANGE

One of the most well-known of all songs that cowboys sang as they rode peacefully on the open range is *Home on the Range.*

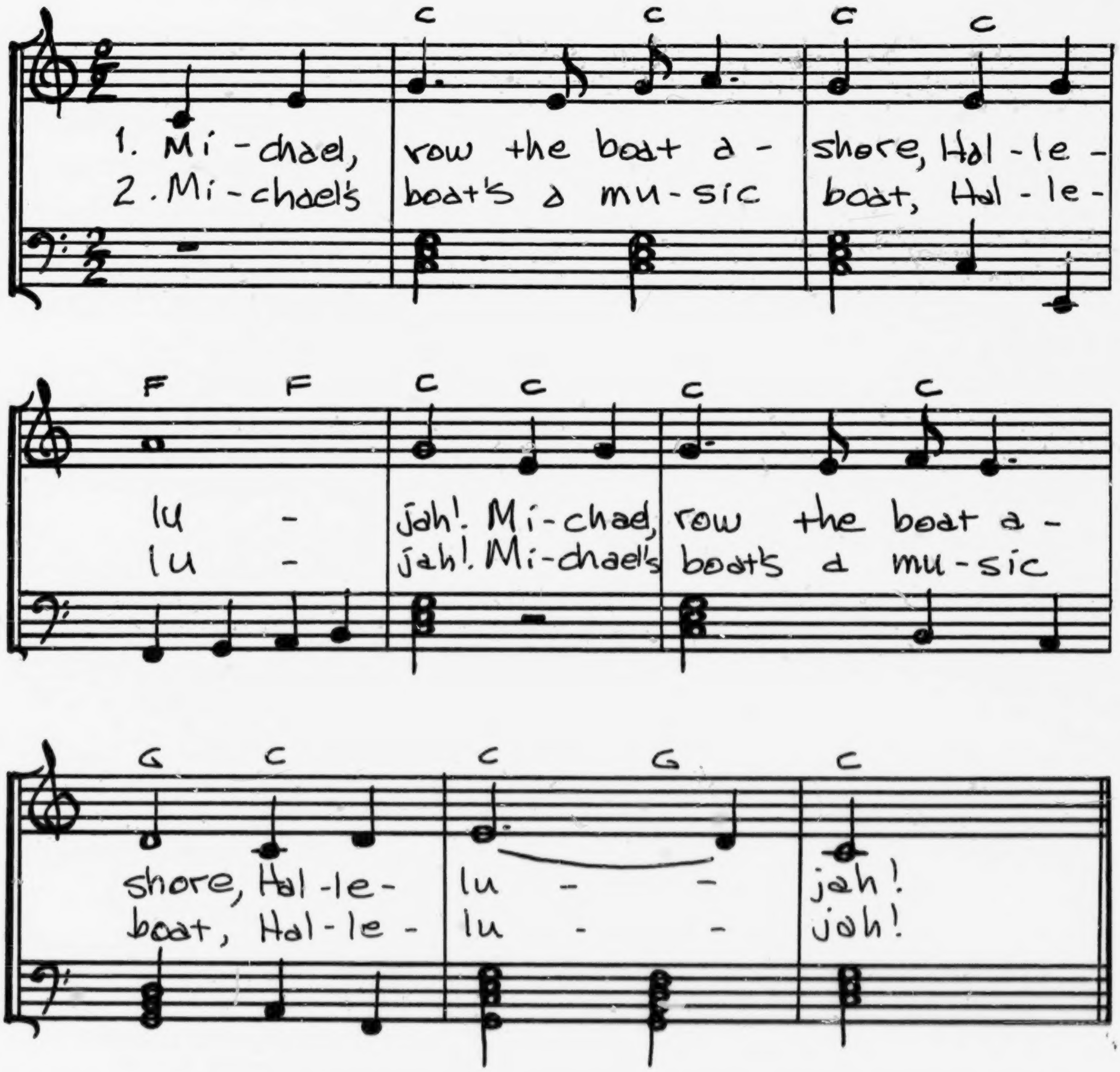
As the students listen, see if they can tell if the song should be sung fast or slow, softly or loudly.

Begin by teaching the refrain first and the verse at a later time.

Ask the students to tell what kind of instruments would sound like a horse trotting (tone blocks, wood blocks, coconut shells) and what kind of rhythm would be appropriate.
($\frac{6}{8}$ ♩ ♪ ♩ ♪)

Units: The West, Customs of Our Country,
Occupations.

Michael, Row the Boat Ashore


C C C C
1. Mi - chael, row the boat a - shore, Hal - le -
2. Mi - chael's boat's a mu - sic boat, Hal - le -
F F C C C C
lu - jah! Mi - chael, row the boat a -
lu - jah! Mi - chael's boat's a mu - sic
G C C G C
shore, Hal - le - lu - - jah!
boat, Hal - le - lu - - jah!

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3. Michael, row the boat ashore, Hallelujah! (2 times)

4. Sister, help to trim the sail, Hallelujah! (2 times)

5. Michael, row the boat ashore, Hallelujah! (2 times)

MICHAEL, ROW THE BOAT ASHORE

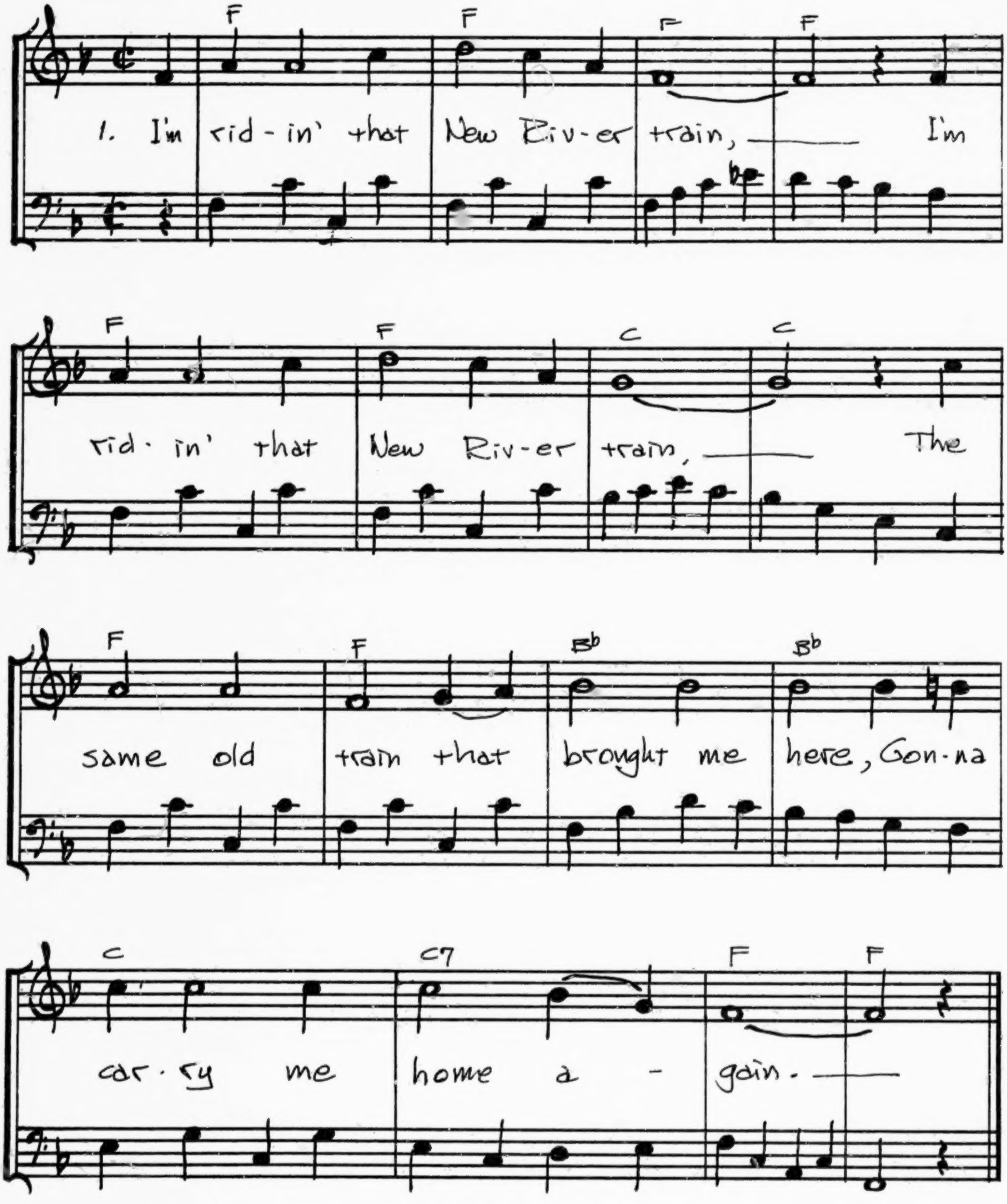
The children, by using large arm movements, will imagine they are rowing a boat and at the same time be keeping the rhythm of the song. This helps to improve large motor coordination.

Have groups of children take turns with one group singing the words and another group responding on the *Hallelujahs*. Maybe boys and girls can alternate.

Some can keep the rhythm by playing a soft drum, softly tapping a tambourine or clapping.

Units: Social Studies (American folk customs).

New River Train


F F F F
1. I'm rid-in' that New Riv-er train, I'm
F F C C
rid-in' that New Riv-er train, The
F F Bb Bb
same old train that brought me here, Gon-na
C C7 F F
car-ry me home a - gain.

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2. Oh, darlin', I can't love one, (2 times)
I can't love one, for my journey's just begun,
Oh, darlin', I can't love one.

3. Oh, darlin', you can't love two, (2 times)
You can't love two, there'll be trouble if you do,
Oh, darlin', etc.

4. Oh, darlin', you can't love three, (2 times)
You can't love three and still be true to me.

5. If you love four, then you might as well love more.
6. You can't love five, you'll be sorry you're alive.
7. You can't love six, for six will never mix.
8. If you love seven, then it might as well be 'leven.
9. You can't love eight, on a date they'll show up late.
10. You can't love nine, keep them dangling on a line.
11. You can't love ten – When can I see you again?

NEW RIVER TRAIN

This is an American folk song your boys and girls will enjoy because of its rhythm and nonsense words.

Encourage the students to clap on either the first beat or first and third beats of every measure.

After your students learn the song, have them clap on the rhythm of the melody as they sing.

Divide the class into two groups and have one group clap on the first and third beats of each measure and the rest sing and clap the melody rhythm.

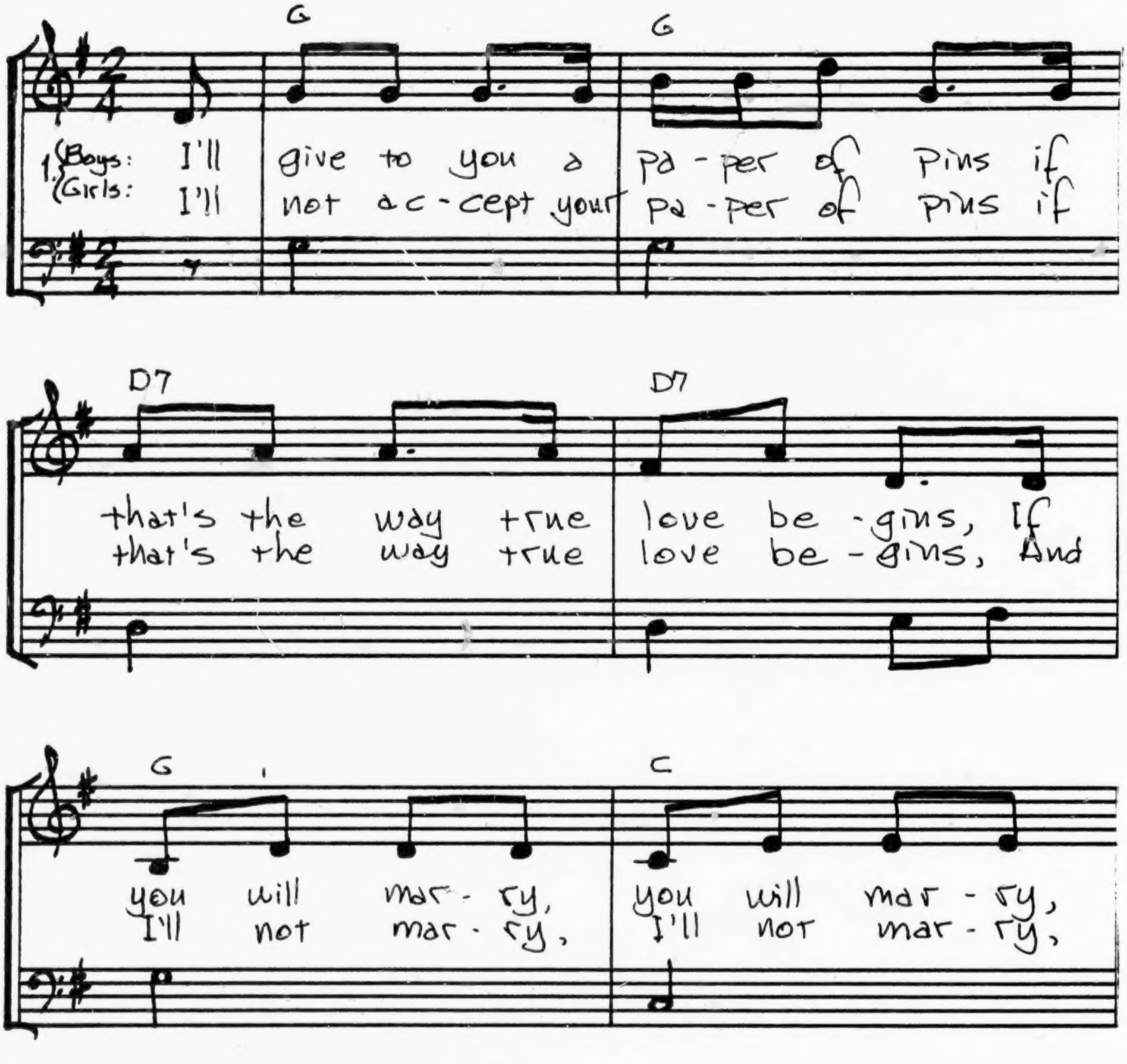
Sand blocks rubbed together make a good train chugging sound and they can be played on every beat or on the first and third beats.

The brackets connecting two words in the verses mean that those words are to be sung on the same note and same beat.

This is a good song to use with guitar or autoharp accompaniment.

Units: American Folk Customs.

A Paper of Pins


G G D7 D7 G C D7 G
1. Boys: I'll give to you a pa-per of pins if that's the way true love be-gins, If you will mar-ry, you will mar-ry, you will mar-ry me.
Girls: I'll not ac-cept your pa-per of pins if that's the way true love be-gins, And I'll not mar-ry, I'll not mar-ry, I'll not mar-ry you.

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2. Boys: I'll give to you a dress of red, stitched all around with golden thread,
Girls: I'll not accept your dress of red, " " " " " ".

3. Boys: I'll give to you a dress of green, that you may look like any queen.
Girls: I'll not accept your dress of green, etc.

4. Boys: I'll give to you a dress of blue, to prove to you my love is true.
Girls: I'll not accept, etc.

5. Boys: I'll give to you the key to my chest, that you may have gold at your request
Girls: I'll not accept. etc.

6. Boys: I'll give to you the key to my heart, that we may marry and never part,
Girls: I will accept, etc.

A PAPER OF PINS

This is an old Kentucky answer-back-and-forth song which will appeal to your students because of its repetition.

Note the even and uneven rhythms in this song. Have the students clap or tap the rhythm with the end of their pencils on the desk.

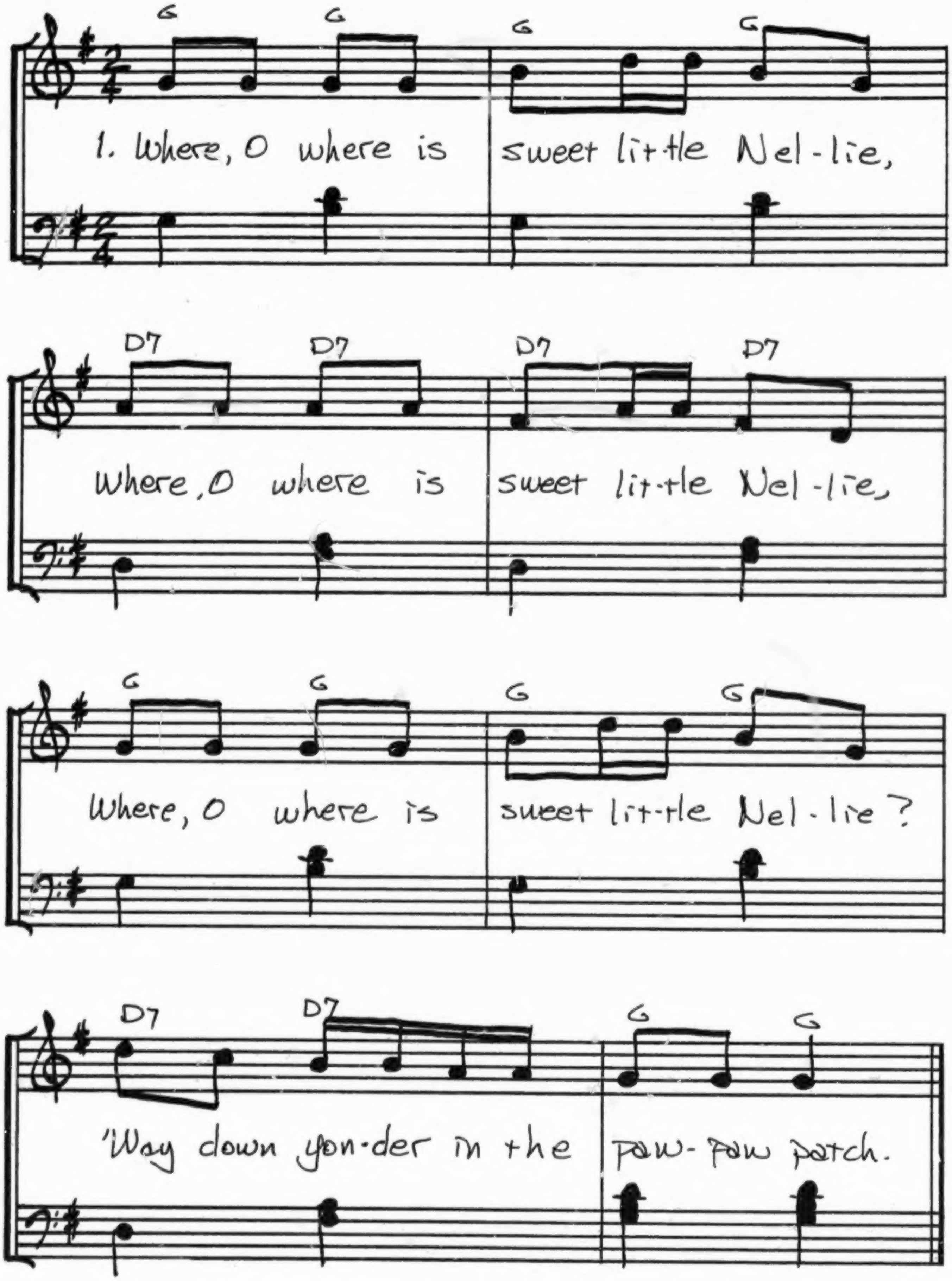
After the students learn the tune, write the rest of the verses on the chalkboard or give them a dittoed copy of the words. Have the boys and girls alternate singing the appropriate part of the verses.

See if the class understands the story and what it is that finally makes the girl decide to marry the boy.

The autoharp accompaniment is easy for some of your students to play. Let various students take turns playing on different verses.

Units: The South, Folk Customs of Our Country.

Paw-Paw Patch


G G G G
1. Where, O where is sweet lit-tle Nel-lie,
D7 D7 D7 D7
Where, O where is sweet lit-tle Nel-lie,
G G G G
Where, O where is sweet lit-tle Nel-lie?
D7 D7 G G
'Way down yon-der in the paw-paw patch.

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2. Come on, boys, let's go find her, (3 times)
'Way down yonder in the paw-paw patch.

3. Pickin' up paw-paws, put 'em in her pocket, (3 times)
Way down yonder in the paw-paw patch.

PAW-PAW PATCH

Explain that a Paw-Paw is an oblong yellow fruit of a tree in the central and southern part of the United States.

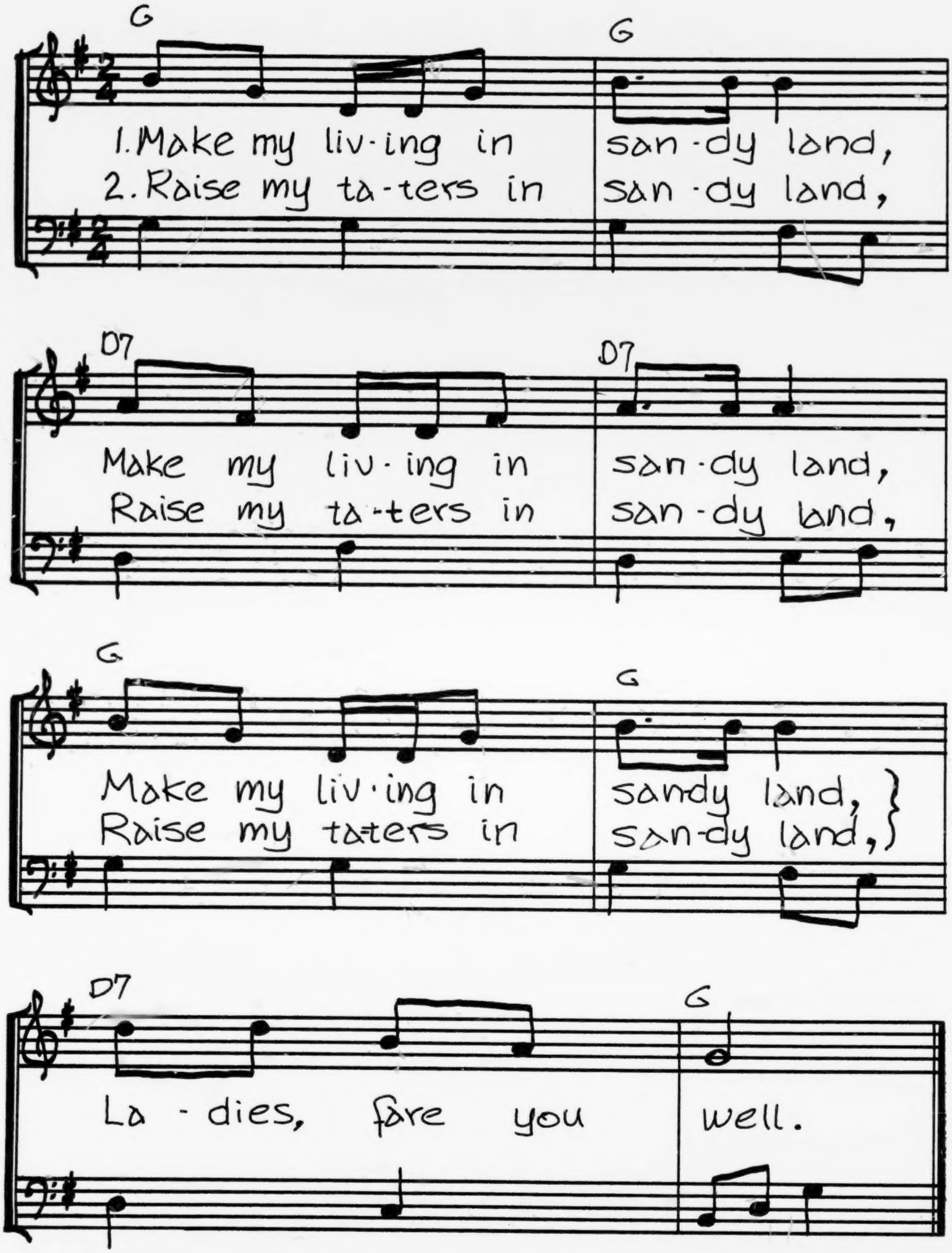
This is a good clapping song. Encourage the children to clap twice per measure. Some can use rhythm sticks or wood blocks to keep the rhythm steady.

A simple singing game can be played as follows:

1. Form two circles, one inside the other--boys in one circle, girls in the other circle.
2. On the first verse, the girls skip around the circle as they sing *Where, O where is sweet little Nellie,* etc.
3. On the second verse, the boys skip around the circle in the opposite direction singing *Come on boys, let's go find her,* etc. Suggest to them that they beckon with their arm each time they sing the words, *Come on, boys.*
4. On the third verse have the girls and boys join partners and skip along as they bend over and pretend to pick up paw-paws and put them in their pockets.

Units: American Folk Customs

Sandy Land


G
G
1. Make my liv-ing in sandy land,
2. Raise my ta-ters in san-dy land,
D7
D7
Make my liv-ing in san-dy land,
Raise my ta-ters in san-dy land,
G
G
Make my liv-ing in sandy land,
Raise my ta-ters in san-dy land,
D7
G
La-dies, fare you well.

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3. Keep on digging in sandy land, (3 times)
Ladies, fare you well.

SANDY LAND

Sing with lively spirit and good rhythm. This is a good song to clap on the heavy accents (1st beat of each measure).

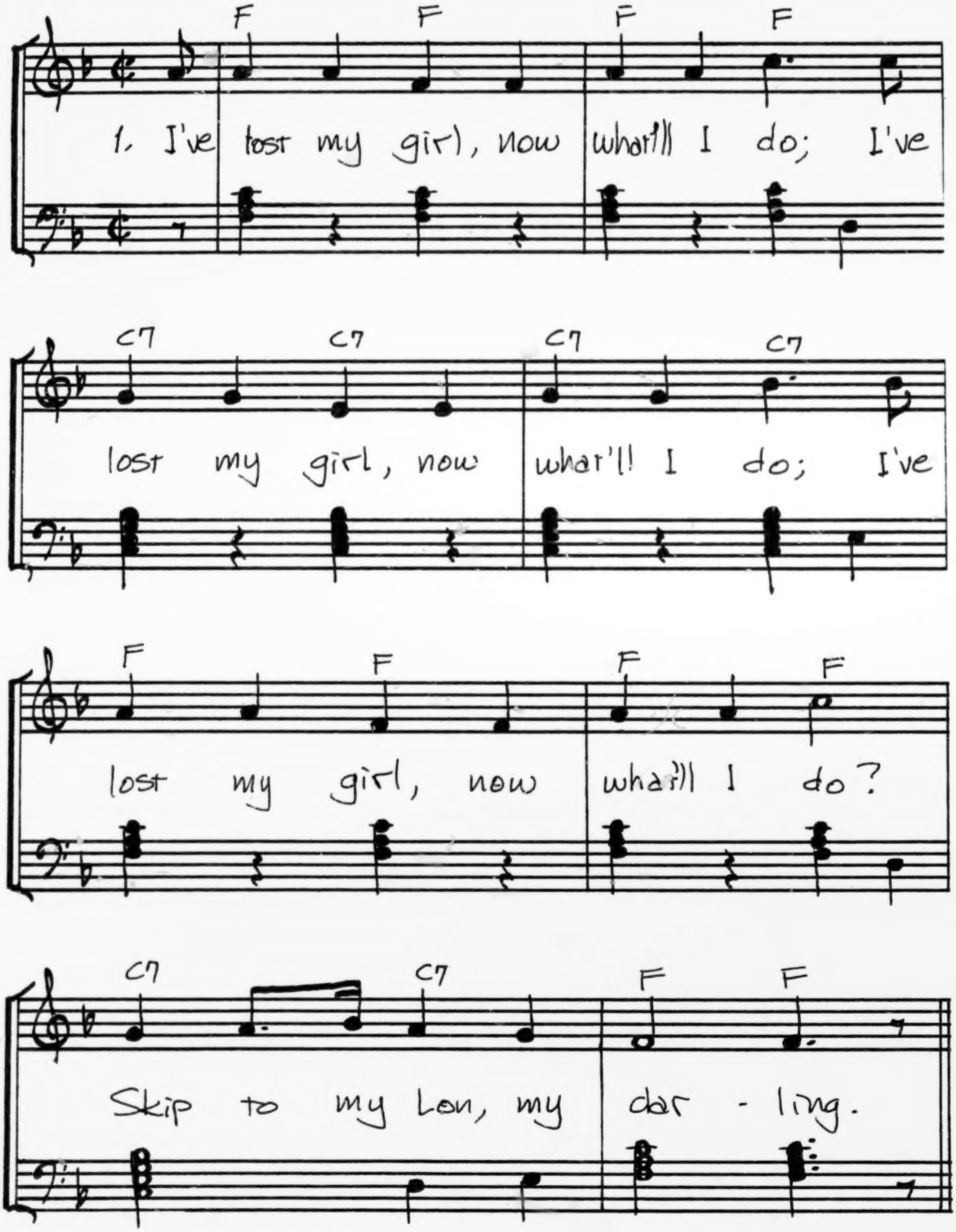
Explain *taters* (potatoes) to the children and the fact that potatoes grow well in sandy soil.

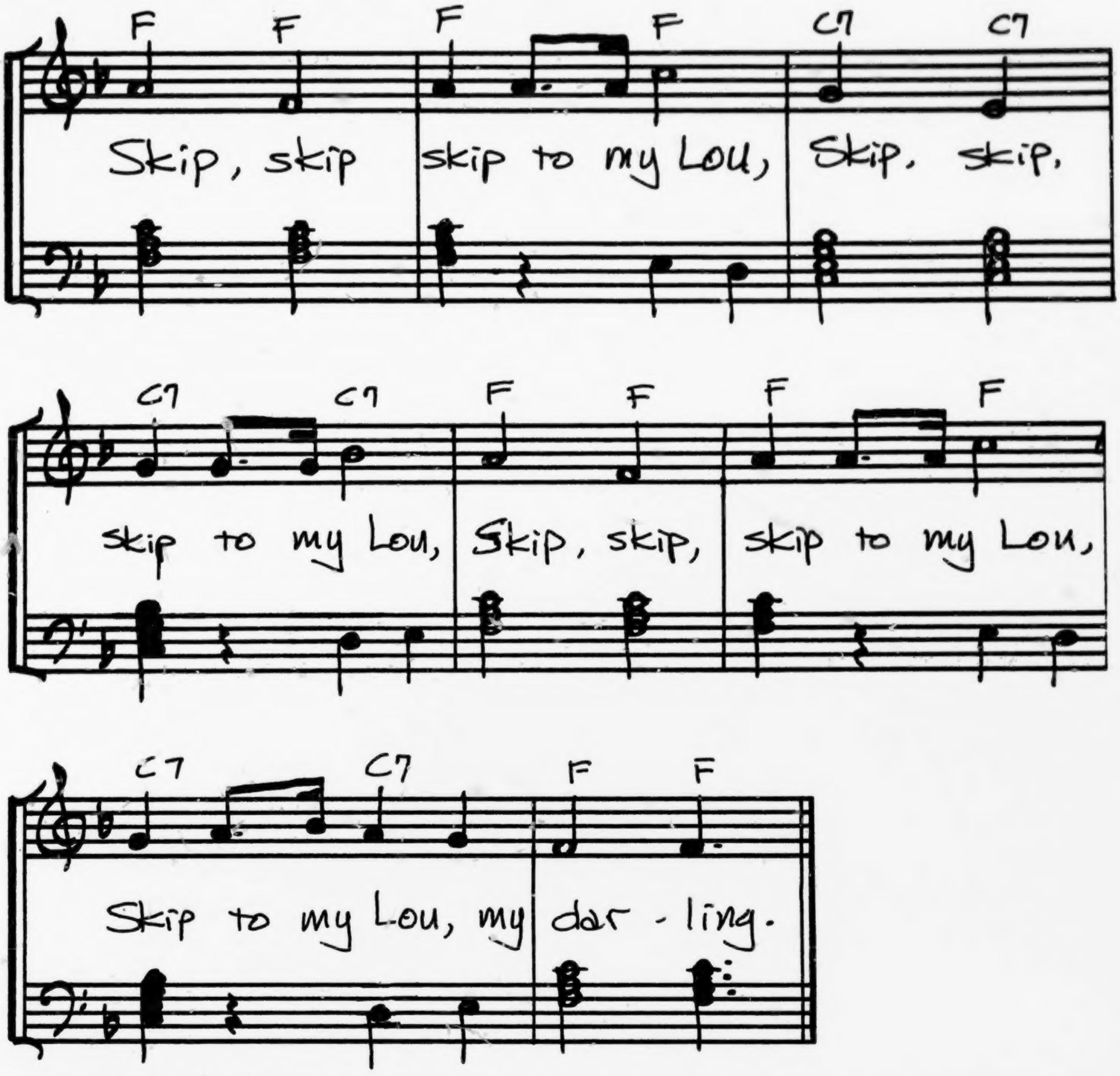
To act out this song, have the children pretend they are planting *taters* (1st verse), watching them grow (2nd verse), and digging *taters* (3rd verse).

What rhythm instruments might be used? (Wood blocks, cymbals, rhythm sticks)

Units: American Folk Customs, Science (plants).

Skip to my Lou


F F F F
1. I've lost my girl, now what'll I do; I've
C7 C7 C7 C7
lost my girl, now what'll I do; I've
F F F F
lost my girl, now what'll I do?
C7 C7 F F
Skip to my Lou, my dar - ling.


F F F F C7 C7
Skip, skip skip to my Lou, Skip. skip.
C7 C7 F F F F
skip to my Lou, Skip, skip, skip to my Lou,
C7 C7 F F
Skip to my Lou, my dar - ling.

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2. I'll get another, a better one, too.
Refrain.

3. Can't get a redbird, a bluebird'll do.
Refrain.

4. Cat's in the buttermilk, skip to my Lou.
Refrain

5. Flies in the sugar bowl, shoo, fly, shoo!
Refrain.

SKIP TO MY LOU

This is easy to clap to. It feels most natural to clap twice in each measure.

Your students will enjoy doing this lively singing game:

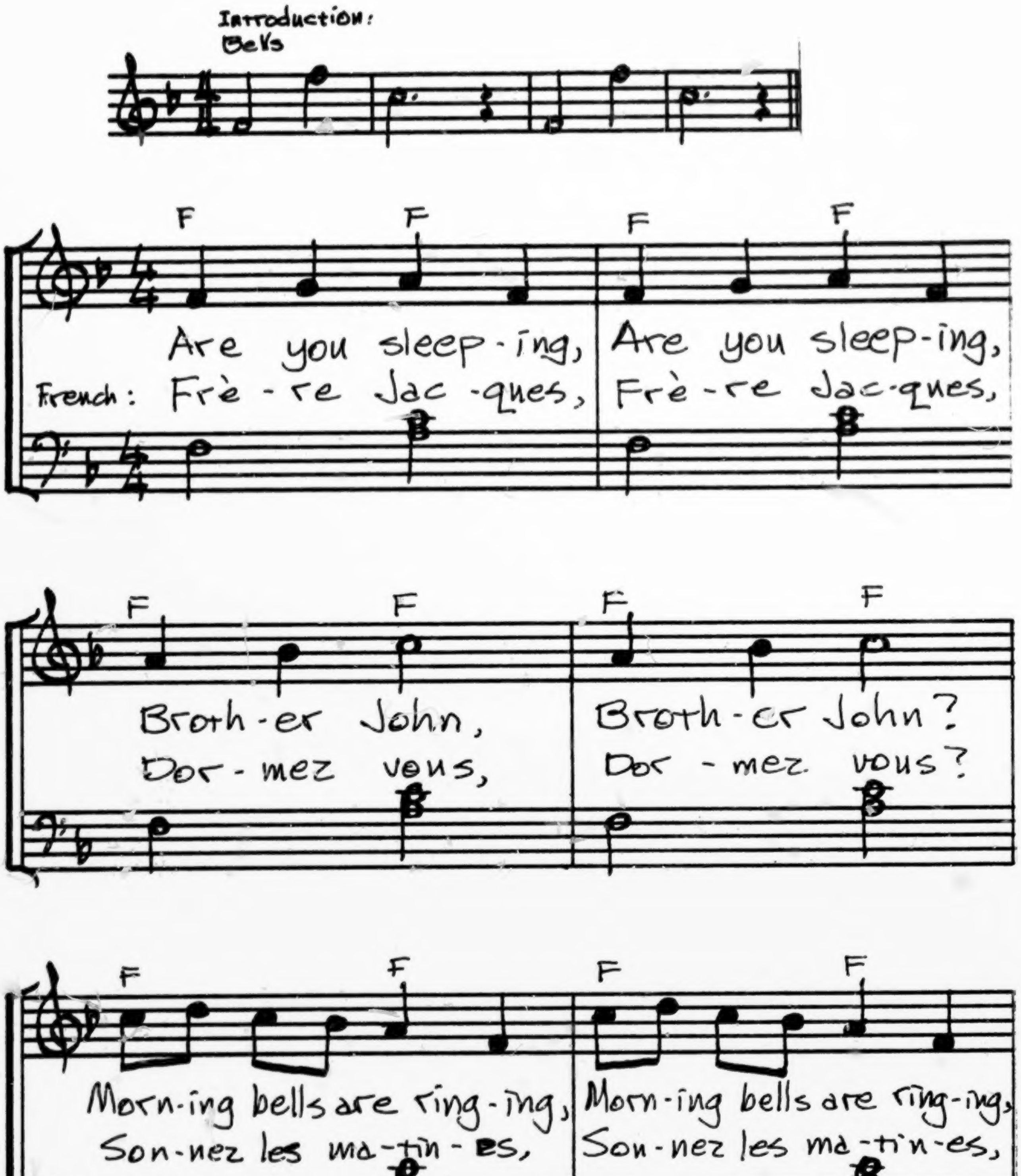
1. Form a circle, facing inward, with the boy's partner on his right.
2. One child is in the center of the circle.
3. The children in the circle sing and clap to the rhythm of the song. (If it is difficult for any to do both, then allow them to either sing or clap.)
4. The child in the center skips around the inside of the circle during the verse part of the song. At the beginning of the refrain he/she chooses a partner and they skip around together. Then both rejoin the circle.
5. On the next verse, the new partner skips around the circle and chooses another partner, and so on.

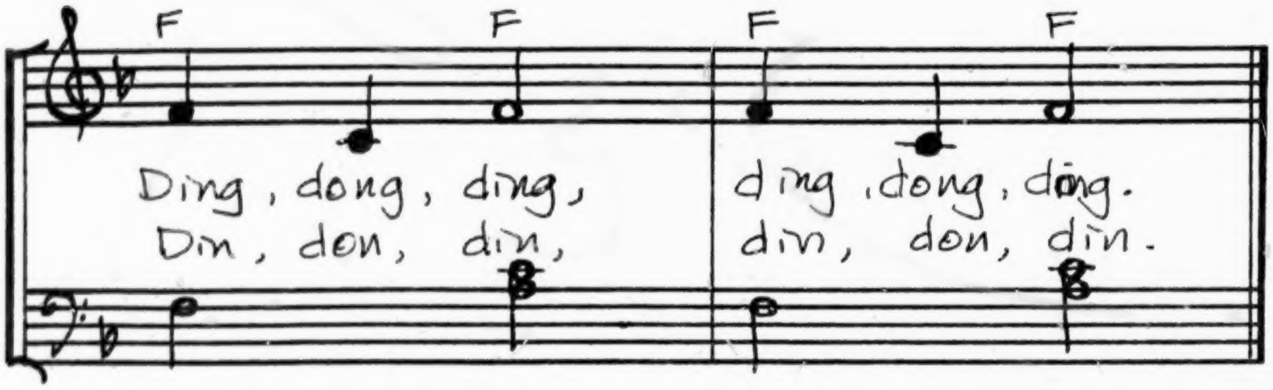
For contrast, sing and clap alternate verses softly and slowly.

Encourage the playing of rhythm instrument accompaniment.

Units: American Folk Customs.

Are You Sleeping?


Introduction:
Bells
F F F F
Are you sleep-ing, Are you sleep-ing,
French: Frè-re Jac-ques, Frè-re Jac-ques,
F F F F
Broth-er John, Broth-er John?
Dor-mez vous, Dor-mez vous?
F F F F
Morn-ing bells are ring-ing, Morn-ing bells are ring-ing,
Son-nez les ma-tin-es, Son-nez les ma-tin-es,



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ARE YOU SLEEPING?

This is a favorite round sung in many countries. The languages we most often hear it sung in are English and French (Frere Jacques).

Begin the song by singing softly. Then progressively sing each phrase louder until the last *Ding, dong, ding.* Sing these more softly and a bit slower.

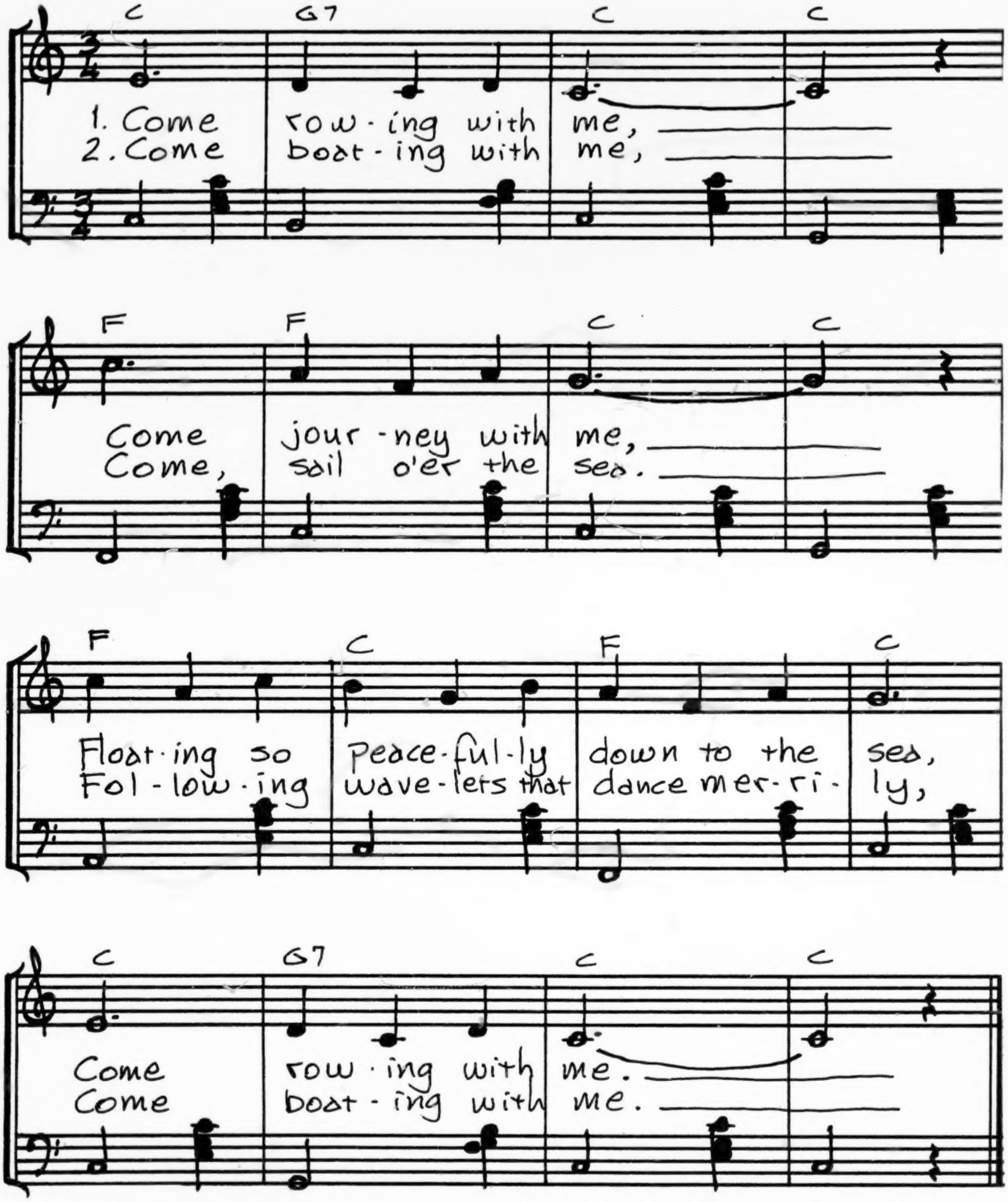
To make a bell-like accompaniment, have someone play an F on a tone bell or piano at the beginning of each measure. Rhythm sticks, tone block or wood blocks played on every beat throughout the song sound like the "tick-tock" of a clock. What other sounds might be made?

After the students sing this song well, begin to play the melody on the bells or the piano as they begin singing the words *Brother John.* After they have heard the song several times like this, have a group sing the words along with you as you play this part on the bells or piano. This is a two-part round and will be excellent preparation for part singing.

If you can pronounce the French words, encourage your students to sing in French.

This type of listening and singing helps the development of concentration and increases the attention span.

Come Rowing with Me


C G7 C C
1. Come row-ing with me,
2. Come boat-ing with me,
F F C C
Come jour-ney with me,
Come, sail o'er the sea.
F C F C
Float-ing so peace-ful-ly down to the sea,
Fol-low-ing wave-lets that dance mer-ri-ly,
C G7 C C
Come row-ing with me.
Come boat-ing with me.

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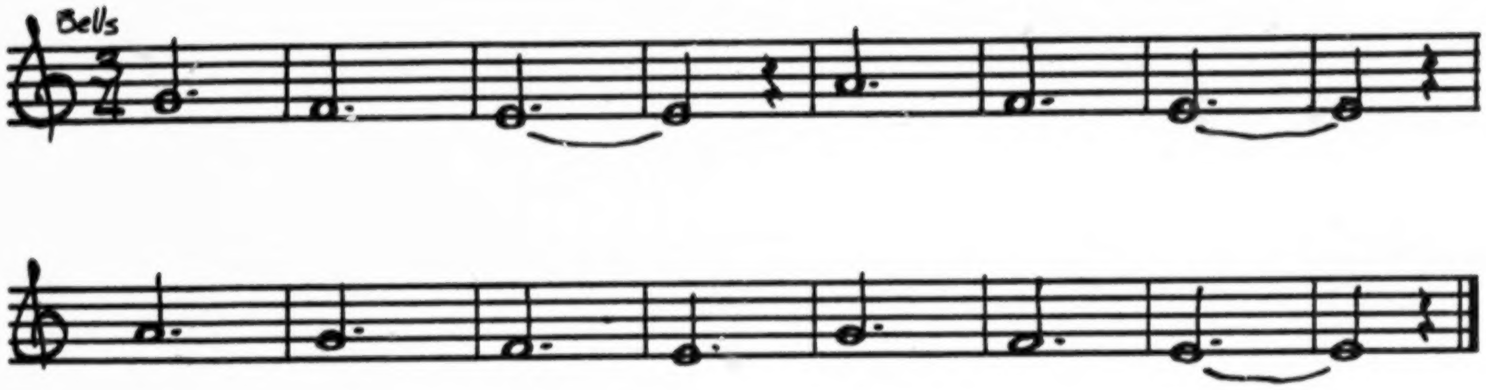


COME ROWING WITH ME

Sing this song smoothly, imagining you are a gently rolling boat on a calm, beautiful lake.

Have the students pretend they are rowboats and "row" to the rhythm by moving their arms from side to side.

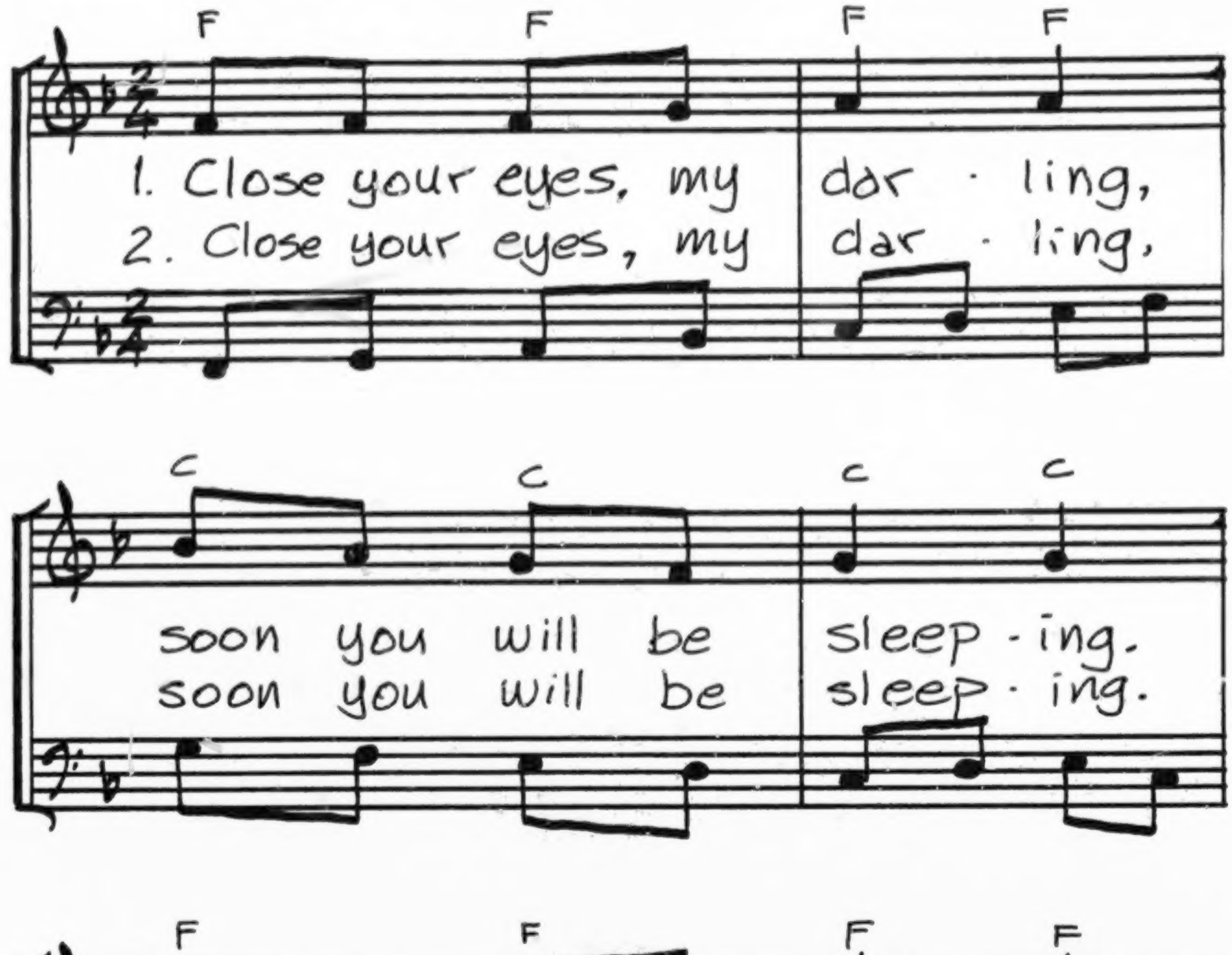
To help in hearing harmony have someone play the bell part on tone bells or piano while the rest sing the melody.

Ask the students if this would be a good song to use with a drum or cymbal accompaniment. Why not?

Where is Italy? What *sea* is referred to in this song?

Units: Geography of European Countries,
Natural Resources, Recreation.

Go to Sleep, My Darling


F F F F
1. Close your eyes, my dar - ling,
2. Close your eyes, my dar - ling,
C C C C
soon you will be sleep - ing.
soon you will be sleep - ing.
F F F F
And when you a - wak - en,
And when you a - wak - en,
C C F F
you shall have your sup - per.
you shall have a pen - ny.

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GO TO SLEEP, MY DARLING

This is a lullaby to be sung quietly and smoothly.

Have the students tell you if the melody moves by step or skip. Is this a smooth, even rhythm or a jerky, uneven rhythm?

Let the students take turns playing the simple, two-chord autoharp accompaniment on this song.

An interesting harmony part with the tone bells, tuned bottles, piano, or other instrument will help the students prepare for part singing. Following note by note, the harmony part might be played or sung a third above the melody line:

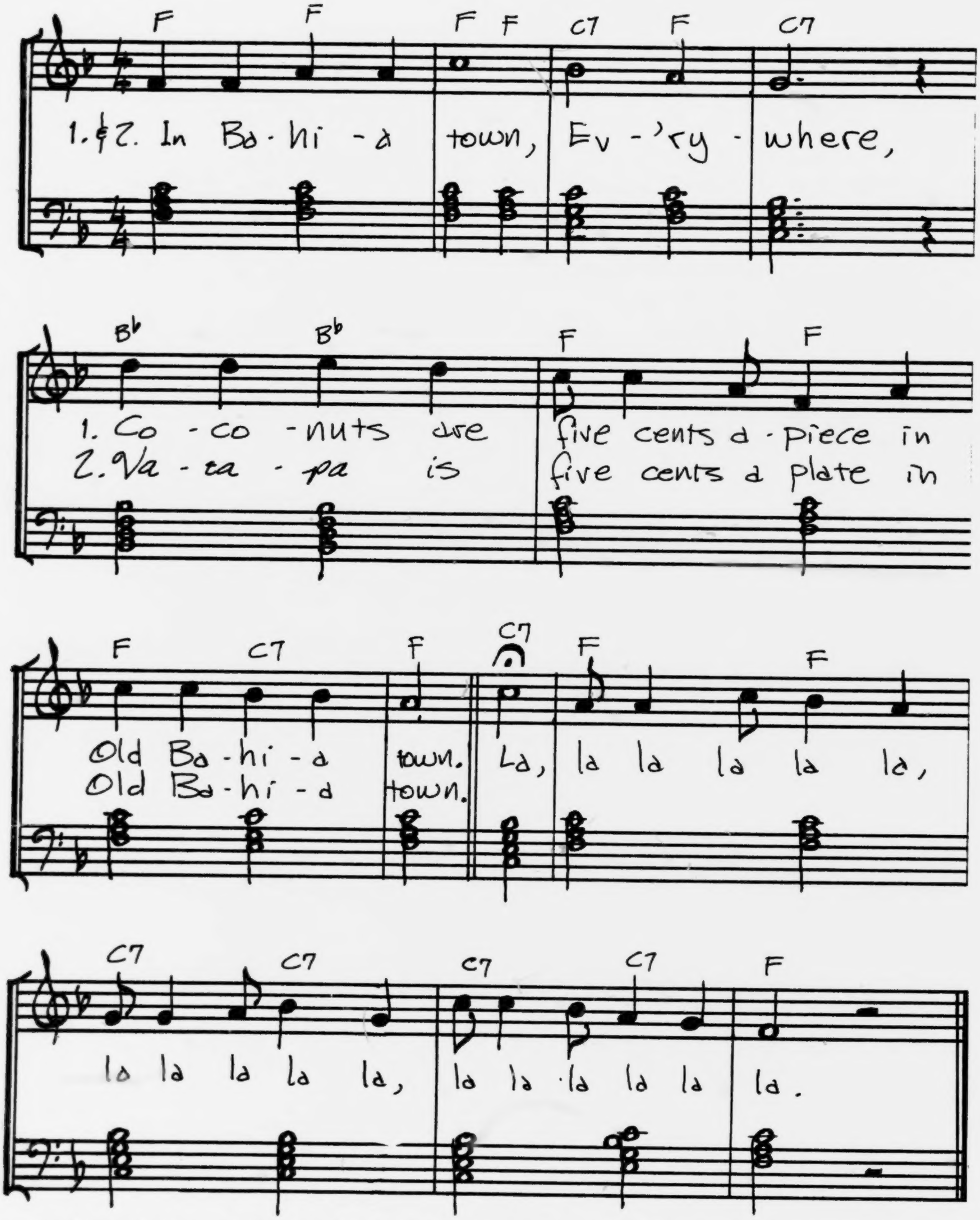
Line 1

$\frac{2}{4}$ A A A B^{b} | C C | D C B^{b} A | B^{b} B^{b} |

Line 2

A A A B^{b} | C C | B^{b} A B^{b} C | A A ||

In Bahia Town


F F F F C7 F C7
1. & 2. In Ba - hi - a town, Ev - 'ry - where,
B♭ B♭ F F
1. Co - co - nuts are five cents a - piece in
2. Va - ta - pa is five cents a plate in
F C7 F C7 F F
Old Ba - hi - a town. La, la la la la la,
Old Ba - hi - a town.
C7 C7 C7 C7 F
la la la la la, la la la la la la.

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IN BAHIA TOWN

Tell your students that Bahia is a town in Brazil, and that *Vatapa* is a common national dish similar to our hot dogs in the United States.

Have the children clap the rhythm of the melody in the refrain. After they learn this, have some of them play the rhythm with the maraca, rhythm sticks, or tambourine.

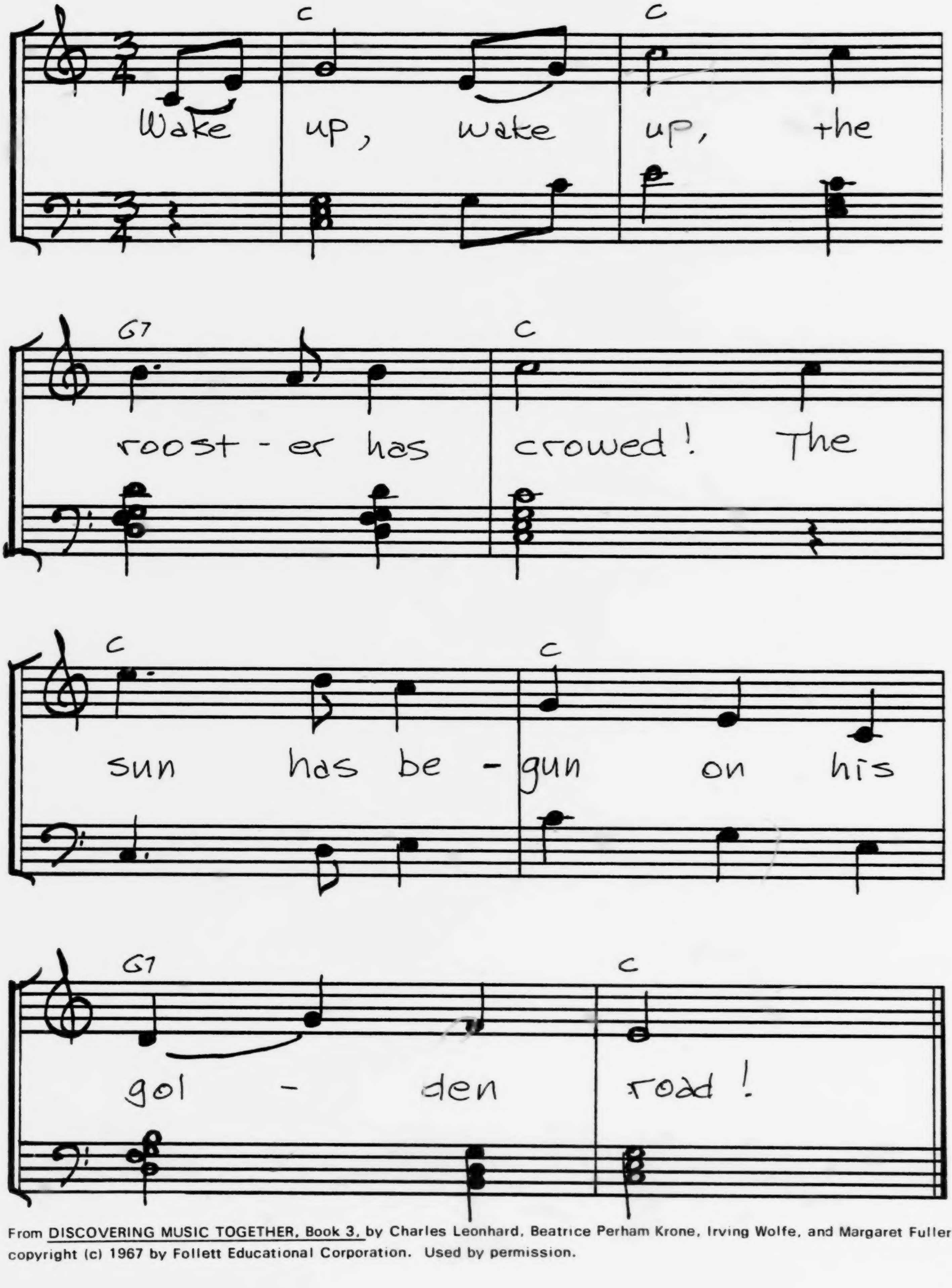
This uneven rhythm, with its particular kind of accent is called syncopation.

Encourage the students to make up other rhythms with a drum, or with other appropriate rhythm instruments.

If coconuts are five cents apiece, how much money would three coconuts cost, etc.?

Units: Folk Customs of South American, Number Concepts.

Morning


C
C
Wake up, wake up, the
G7
C
roost - er has crowed! The
C
C
sun has be - gun on his
G7
C
gol - den road!

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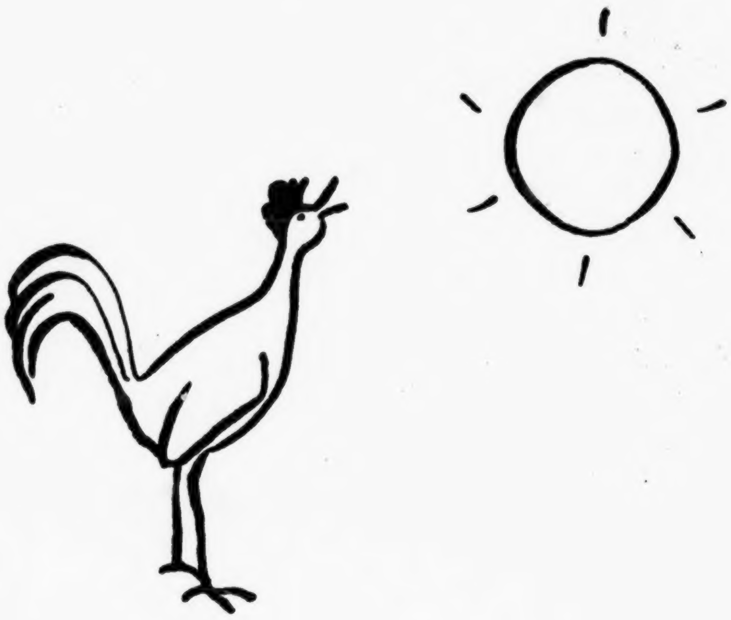
MORNING

This is a lively song to sing in the morning. On the first two *wake ups* see if the students cantell if the melody moves by step or skip, and up or down.

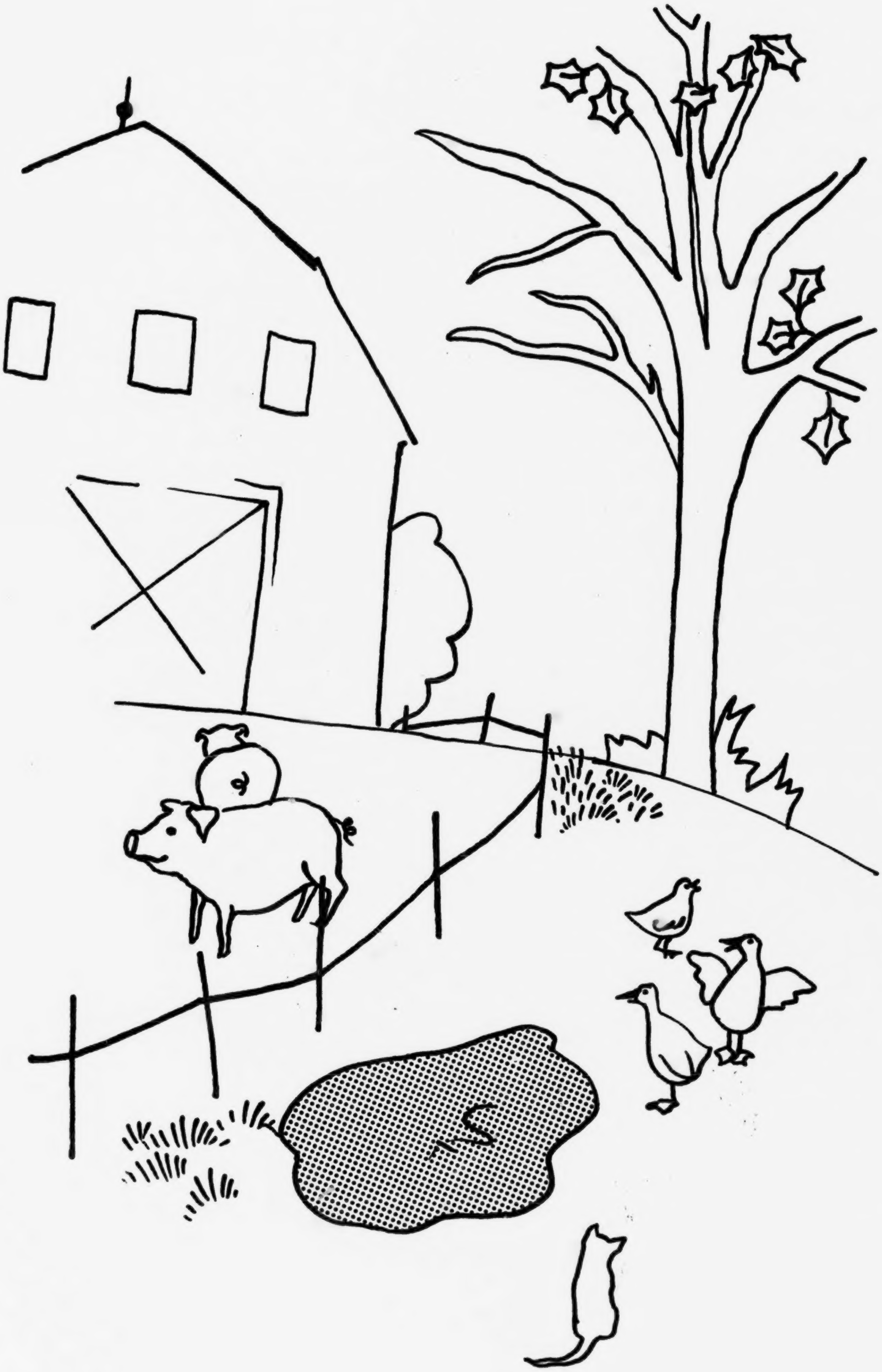
Two easy autoharp chords are used throughout the song which the students will be able to play by ear. As you play the autoharp encourage them to listen for the chord change and raise their hands when they hear it.

The $\frac{3}{4}$ pattern is easy to clap-touch-touch in order to feel the rhythm. (Clap both hands together on the first beat. Touch the palms on beats two and three.)

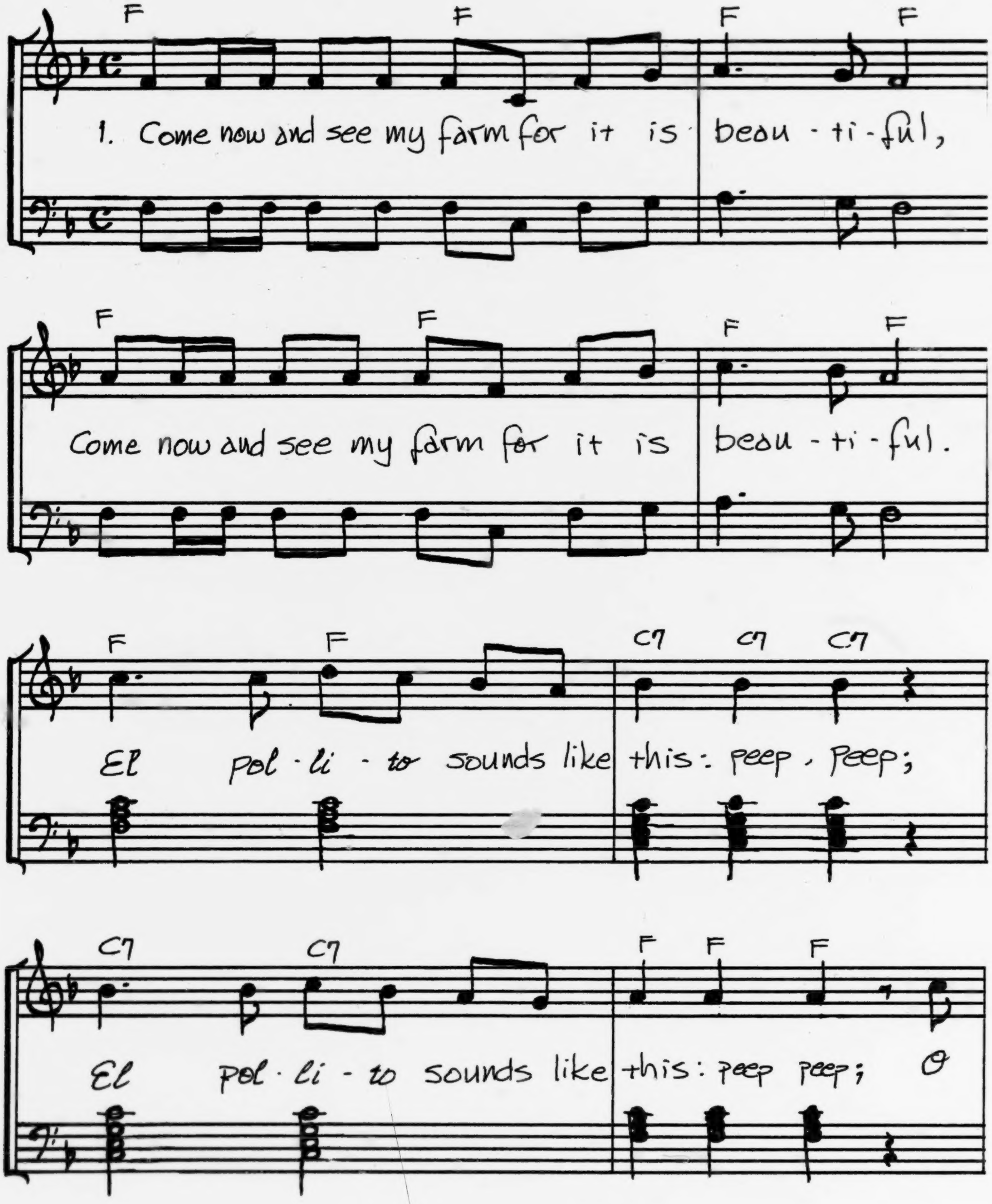
Let students take turns crashing the cymbals on the words *up*.

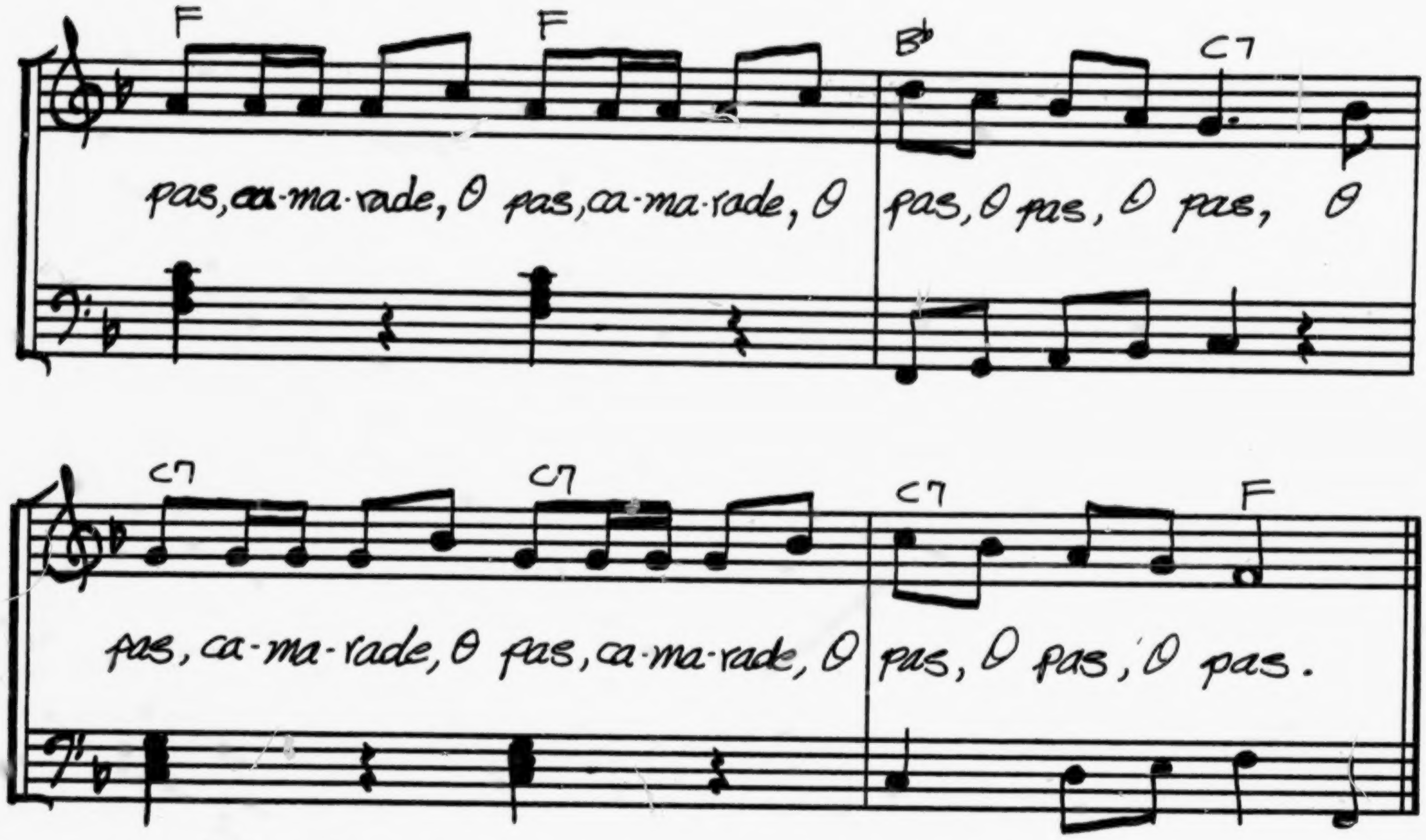


Units: Animals, Health.



My Farm


F F F F
1. Come now and see my farm for it is beau - ti - ful,
F F F F
Come now and see my farm for it is beau - ti - ful.
F F C7 C7 C7
El pol - li - to sounds like this: peep, peep;
C7 C7 F F F
El pol - li - to sounds like this: peep peep; O


F
F
B♭
C7
pas, ca-ma-rade, O pas, ca-ma-rade, O pas, O pas, O pas, O
C7
C7
C7
F
pas, ca-ma-rade, O pas, ca-ma-rade, O pas, O pas, O pas.

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El pollito (little chicken)
2. El patito (duck) sounds like this: quack, quack;
3. El chanchito (pig) . . . oink, oink;
4. El gatito (kitten) . . . meow, meow;
5. El perrito (puppy) . . . bow-wow;
6. El burrito (burro) . . . hee-haw;

MY FARM

This lively tune is sung with different words in various parts of Europe and South America.

The C time signature simply means the same as $\frac{4}{4}$ or 4 beats to a measure.

After you have sung it two or three times, have the students clap on the main beats (1, 2, 3, 4).

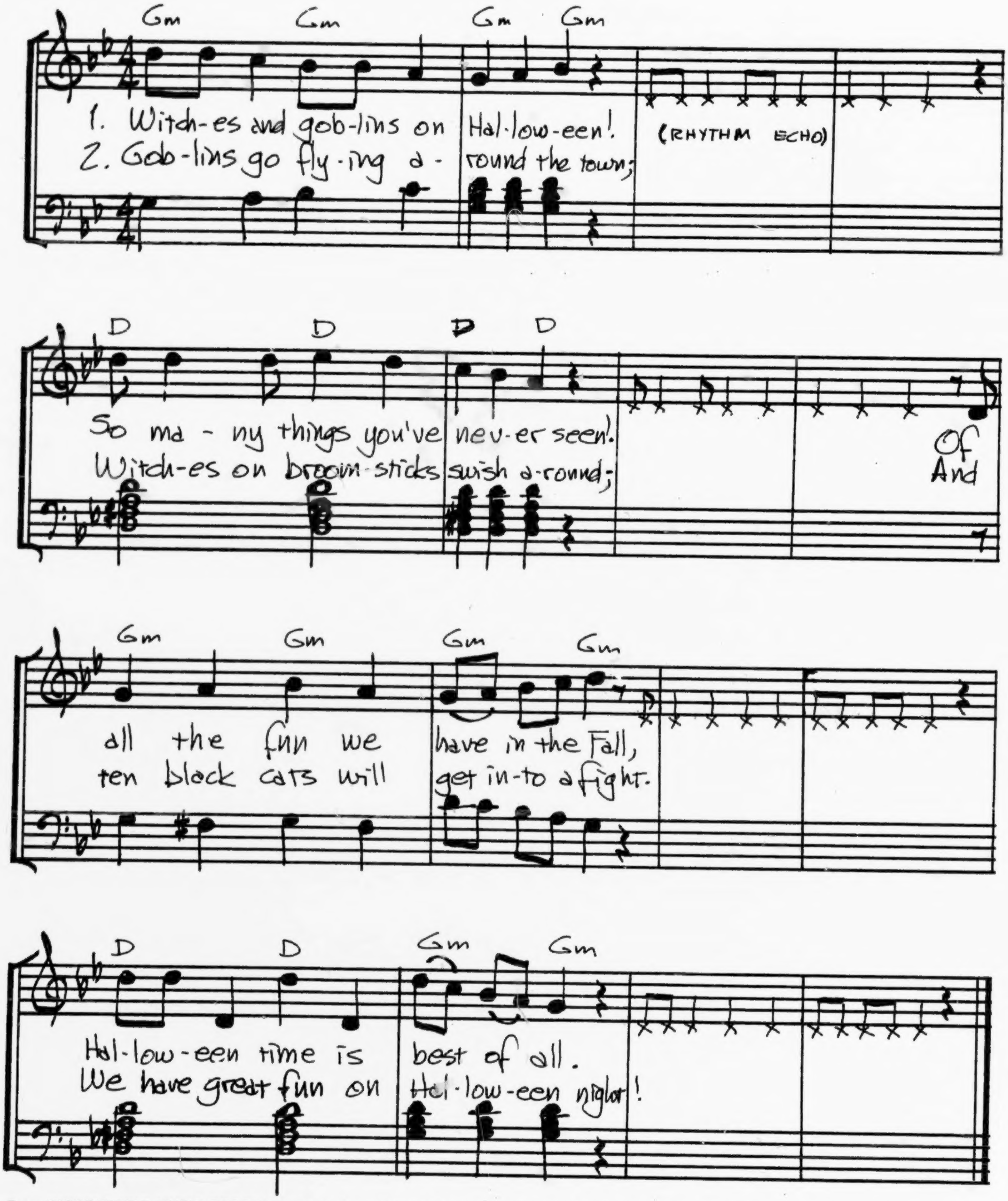
Divide the class into two groups and have one group clap on the first beat (the heaviest beat) of each measure, and the other group clap on the weaker beats (beats, 2, 3, 4) of each measure.

Students will enjoy marching to this song. Some children can play rhythm instruments as an accompaniment. Encourage them to make up a rhythm pattern of their own.

Have the students think of rhythm instruments that sound like the animal sounds.

Units: Folk Customs of South America, Farming,
Animals.

Fun on Halloween


Gm Gm Gm Gm
1. Witch-es and gob-lins on Hal-low-een!
2. Gob-lins go fly-ing a-round the town;
(RHYTHM ECHO)
D D D D
So ma-ny things you've nev-er seen!
Witch-es on broom-sticks swish a-round;
Of
And
Gm Gm Gm Gm
all the fun we have in the Fall,
ten black cats will get in-to a fight.
D D Gm Gm
Hal-low-een time is best of all.
We have great fun on Hal-low-een night!

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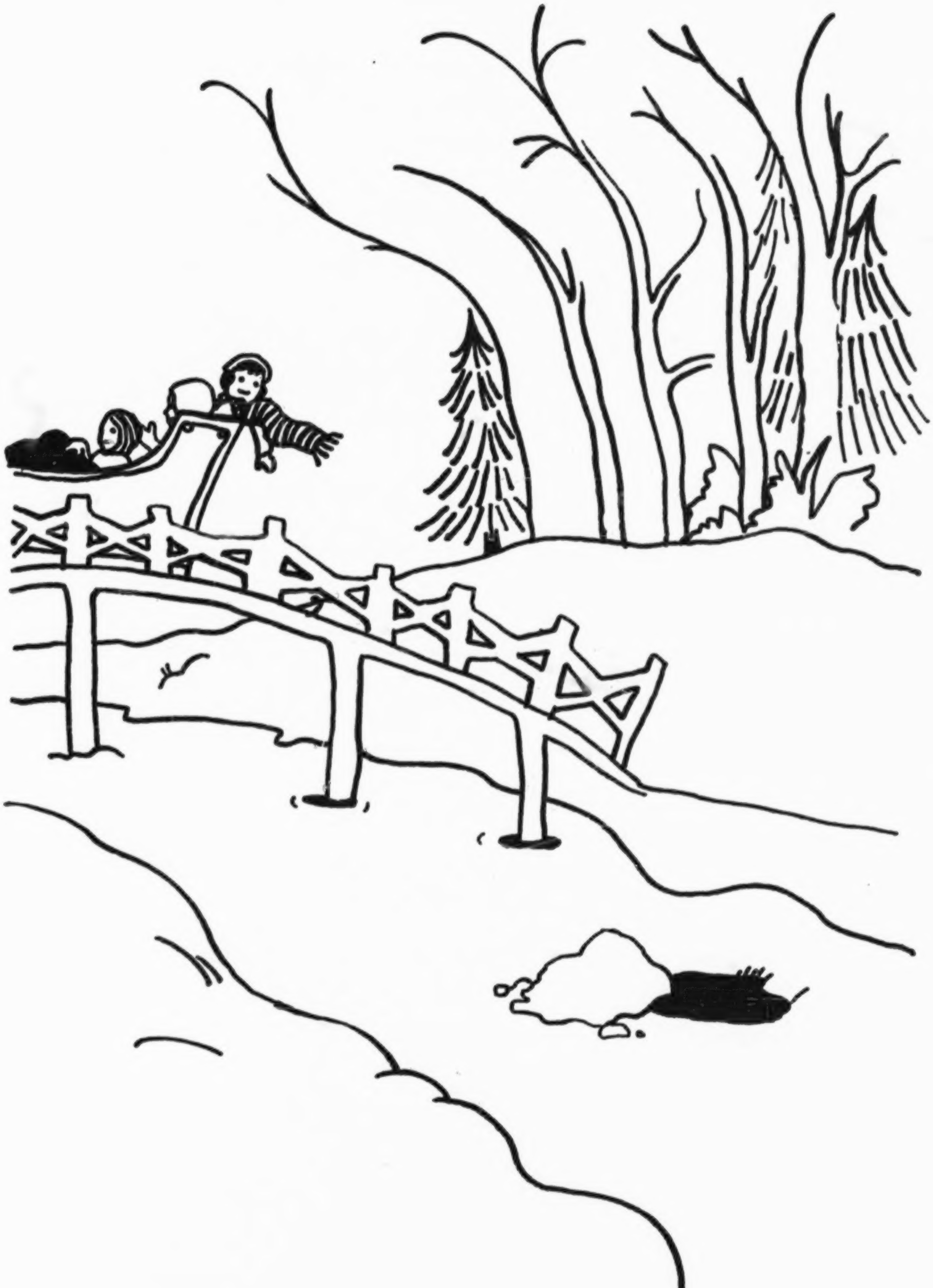
FUN ON HALLOWEEN

Have the students clap the rhythm of the echo after you sing each phrase. By your clapping with them, it will help them feel the rhythm. Also, have them clap and say the words in rhythm as you have just sung them. This is excellent training to develop their concentration and attention spans.

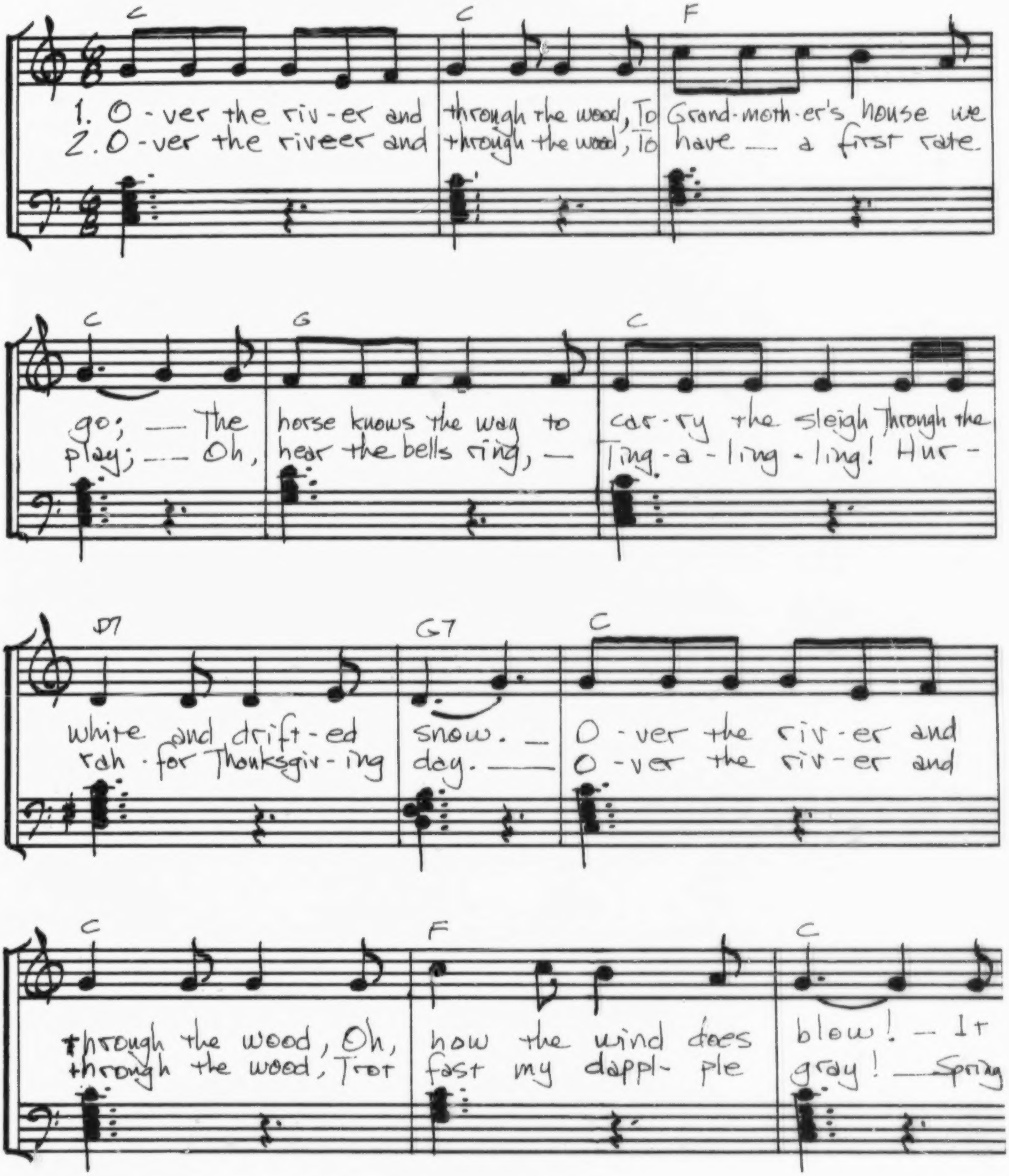
This is great fun to sing with the rhythm echo played on rhythm instruments. Let the students select instruments that remind them of bones (rhythm sticks), witches, black cats, or other "scary" things on Halloween.

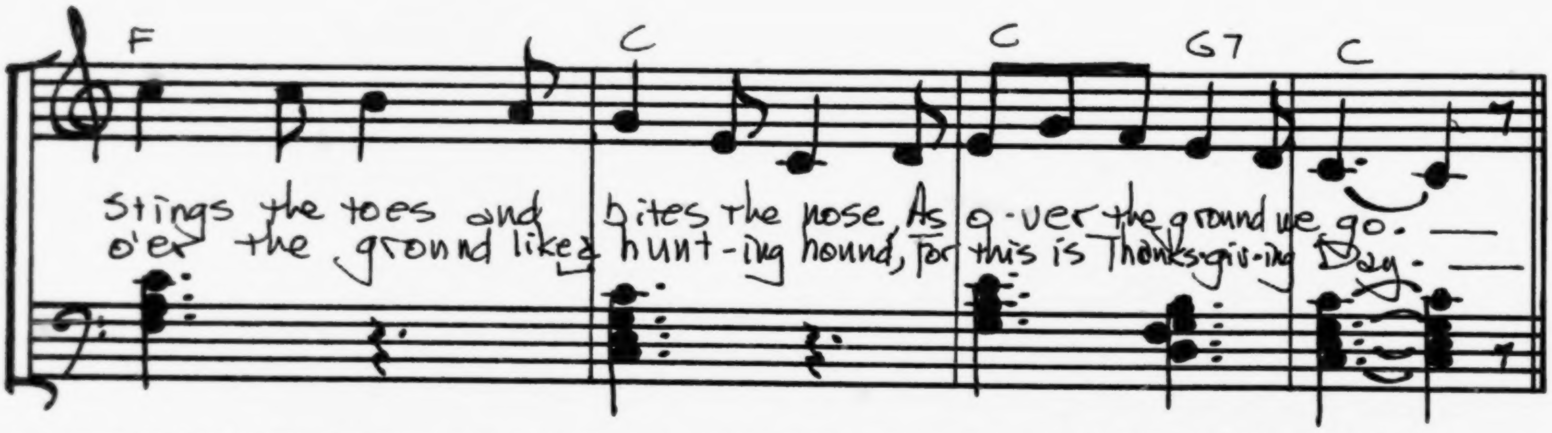
This is also a good song for the children to dramatize. They will even want to do it in costume in a Halloween parade.

Units: Halloween, Special Days of the Year.



Over the River


C C F
1. O - ver the riv - er and through the wood, To Grand-moth-er's house we
2. O - ver the riveer and through the wood, To have — a first rate
C G C
go; — The horse knows the way to car - ry the sleigh Through the
play; — Oh, hear the bells ring, — Ting - a - ling - ling! Hur -
D7 G7 C
white and drift - ed snow. — O - ver the riv - er and
rah · for Thanksgiv - ing day. — O - ver the riv - er and
C F C
through the wood, Oh, how the wind does blow! — It
through the wood, Trot fast my dappl- ple gray! — Spring


F
C
C
G7
C
Stings the toes and bites the nose, As o-ver the ground we go.
o'er the ground like a hunt-ing hound, for this is Thanks-giv-ing Day.

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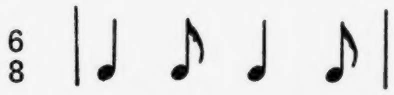
3. Over the river and through the wood,
And straight through the barn-yard gate,
We seem to go extremely slow,
It is so hard to wait!
Over the river and through the wood,
Now Grandmother's face I spy!
Hurrah for the fun! Is the pudding done?
Hurrah for the pumpkin pie!

OVER THE RIVER

This is often sung in the fall as we anticipate the wonderful dinner and all the fun at Grandmother's house on Thanksgiving Day.

To feel the rhythm, have the students "direct" and swing their arm two swings per measure. Also have them sway their bodies in the same rhythm.

To hear the sound of horses' hooves, play the following rhythm pattern throughout the song on tone blocks, wood blocks, or coconut shells:

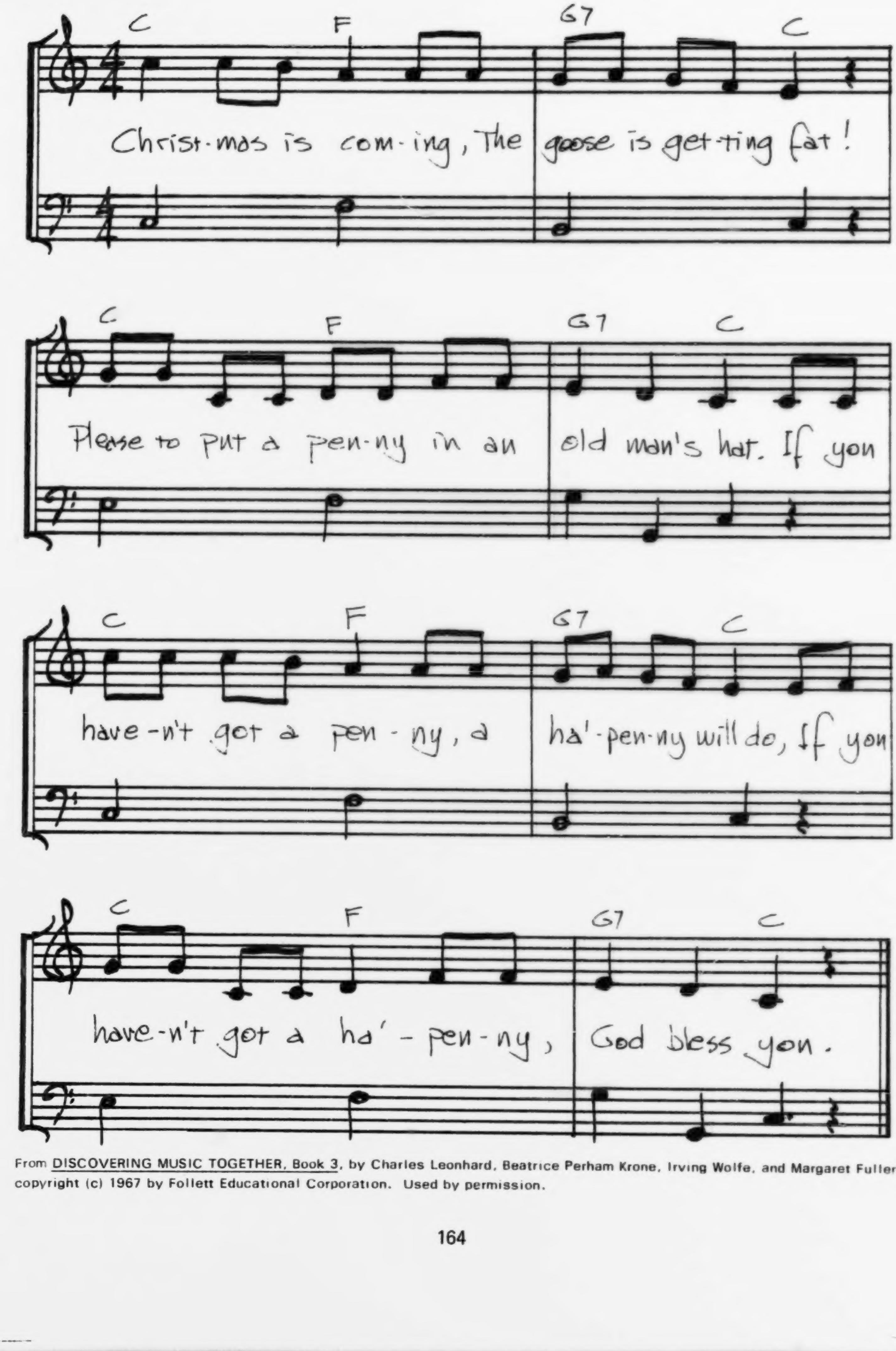


Have some students play jingle bells to sound like the bells on the horse.

Be sure this song is done at a lively tempo and sung gaily.

Units: Holidays, Thanksgiving.

Christmas is Coming


C F G7 C
Christ-mas is com-ing, The goose is get-ting fat!
C F G7 C
Please to put a pen-ny in an old man's hat. If you
C F G7 C
have-n't got a pen-ny, a ha'-pen-ny will do, If you
C F G7 C
have-n't got a ha'-pen-ny, God bless you.

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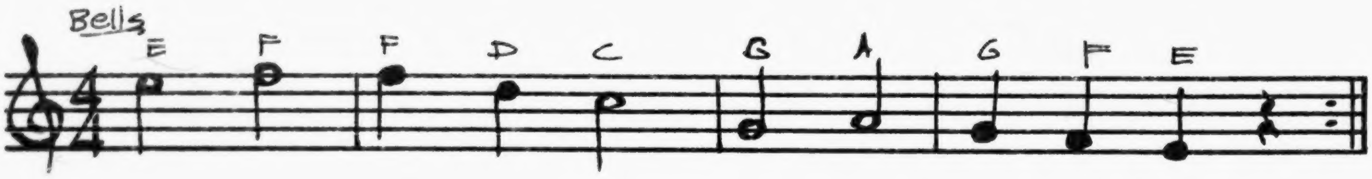


CHRISTMAS IS COMING

A *ha' penny,* pronounced hay-penny, is a half-penny.

As you clap the main beats of each measure (1, 2, 3, 4), have the students listen for the number of notes they hear each time you clap. Lead them to realize that many times more than one note is sung for each beat, and sometimes only one note is sounded for more than one beat. This is what makes music interesting and what makes up different rhythms in music.

Have some of the students clap the main beats with you and have the rest of the class sing.

Now clap the rhythm of the melody and proceed as previously suggested.

Have some of the students clap the main beats, some the rhythm of the melody and have the rest sing the song.

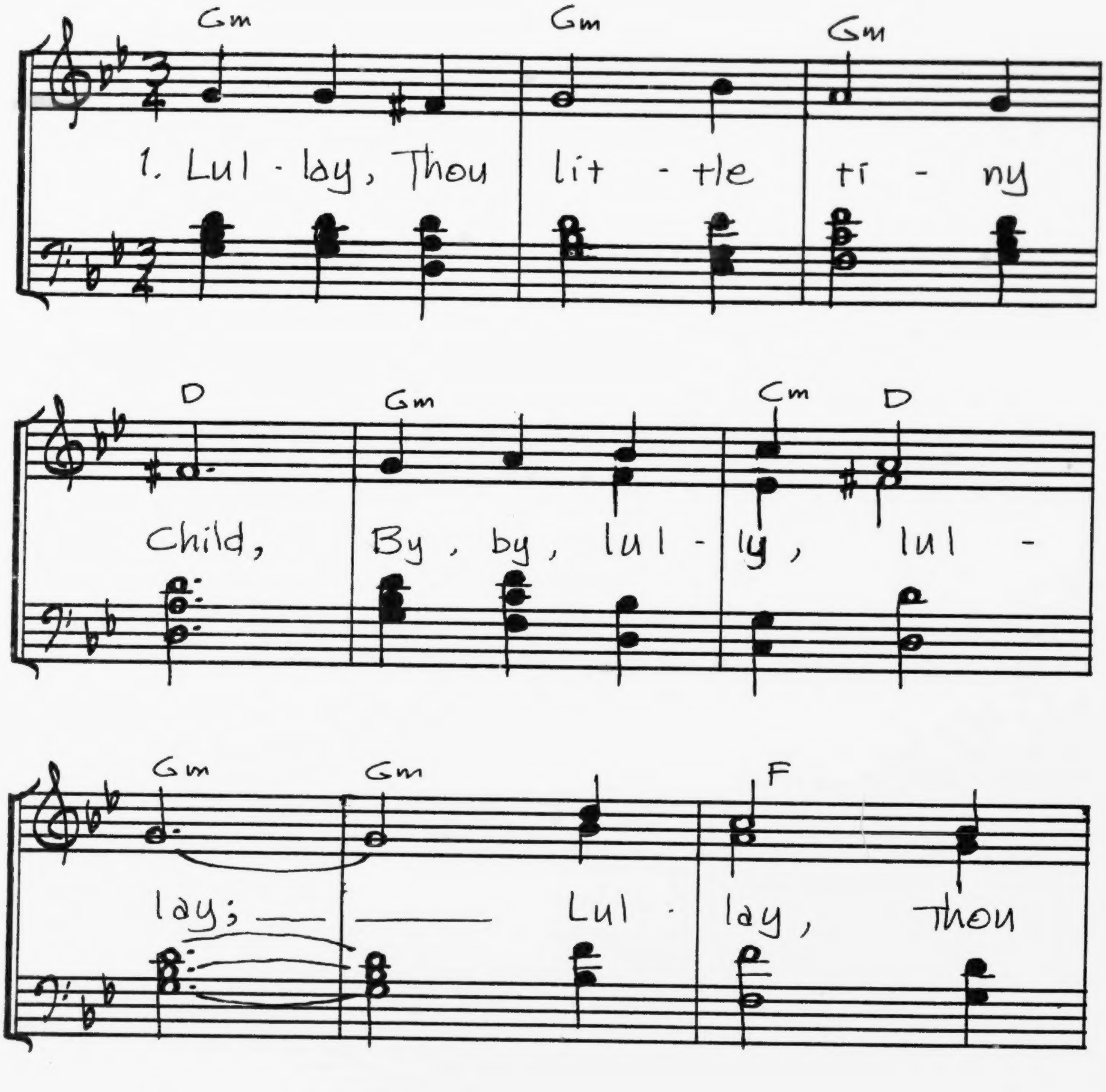
The same procedure can be done with rhythm instruments.

Have someone play the bell part. Note the repeat sign and play the same bell part for the last four measures.

Divide the class into two or four groups and have each group sing a different line of the song, or have them watch you as you point to whatever group is to sing the next line.

Units: Holidays, Christmas, Folk Customs of
Other Countries.

Coventry Carol


Gm
Gm
Gm
1. Lul - lay, Thou lit - tle ti - ny
D
Gm
Cm
D
Child, By, by, lul - ly, lul -
Gm
Gm
F
lay; Lul - lay, Thou
D
Gm
D
Cm
D
lit - tle ti - ny Child,

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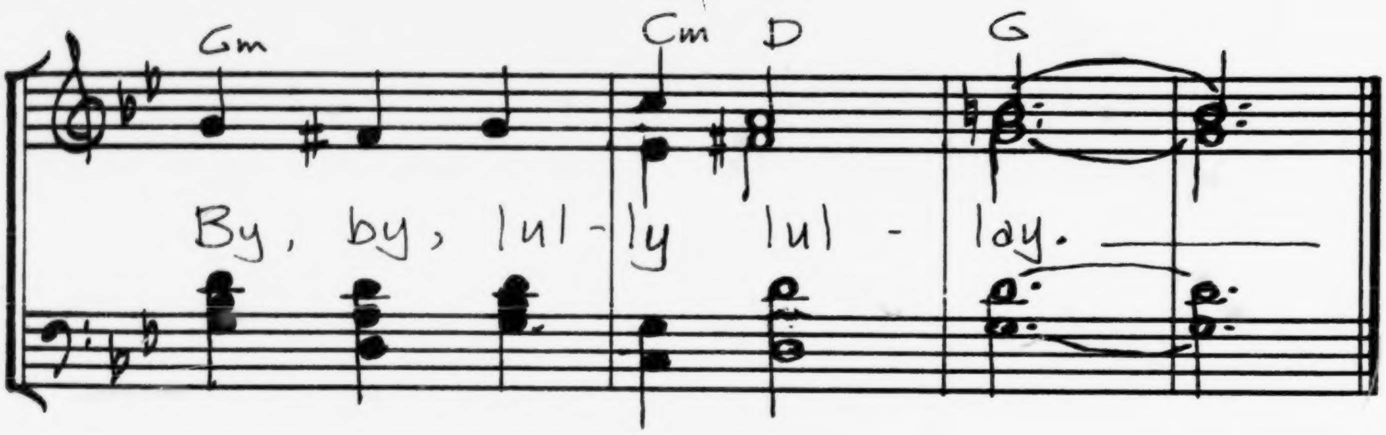


2. O sisters, too, how may we do,
For to preserve this day;
This poor Youngling for whom we sing?
By, by, lully, lullay.

COVENTRY CAROL

Coventry is the name of a city in England. It is thought that this song was originated and sung in that city during the performances of the miracle plays in churches and cathedrals. Since the people of long ago could not read they loved to have the Christmas story told, sung, and dramatized for them.

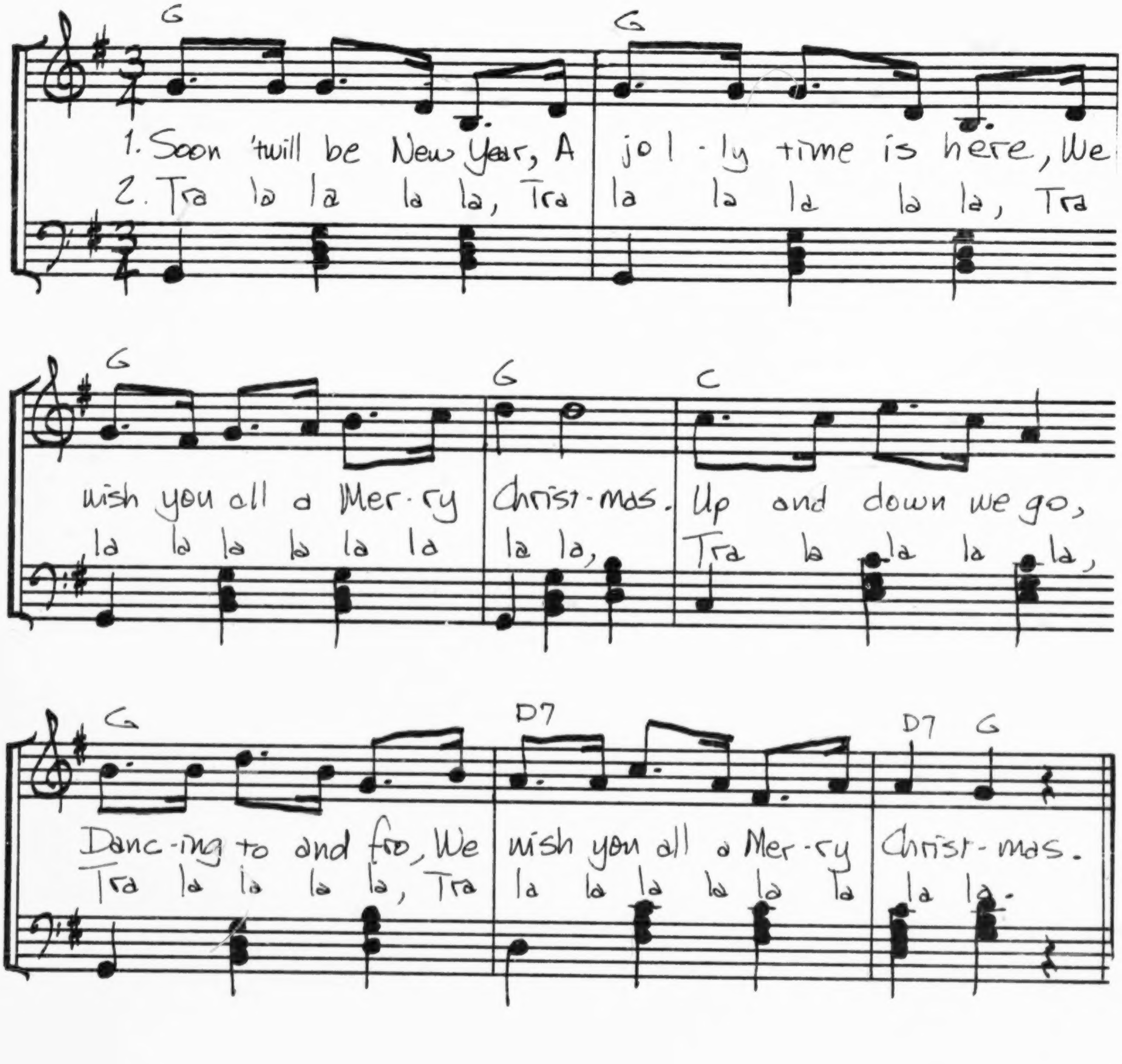
This is a lullaby sung to the Christ Child and should be sung softly and smoothly.

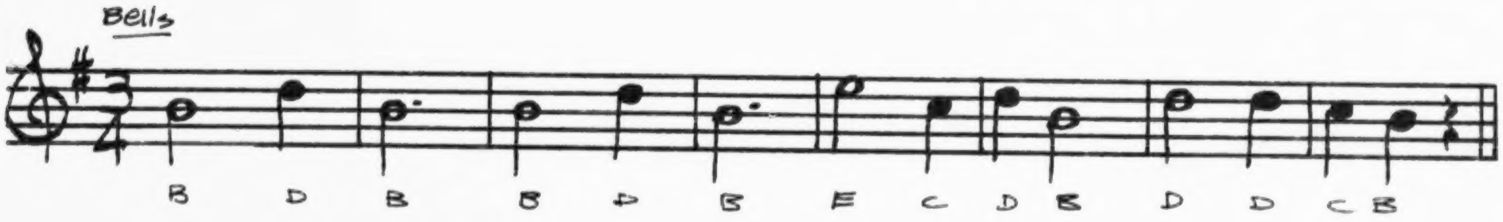
A tambourine tapped softly at the first of each measure will add interest to this song.

This is a lovely song to sing during the dramatization of the Nativity scene.

Units: Holidays, Christmas.

Christmas Dance


G
1. Soon 'twill be New Year, A jol-ly time is here, We wish you all a Mer-ry Christ-mas. Up and down we go, Danc-ing to and fro, We wish you all a Mer-ry Christ-mas.
2. Tra la la la la, Tra la la la la la, Tra la la la la la la la la, Tra la la la la, Tra la la la la, Tra la la la la la la la la.
G
G
G
C
G
D7
D7 G


Bells
B D B B D B E C D B D D C B

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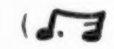
CHRISTMAS DANCE

This is a favorite dance done at Christmas time in Sweden.

Have the children clap the rhythm of the melody noting the long-short pattern on most of the beats ().

Teach the second verse first since the words involve a neutral syllable (like "loo") and then the students can concentrate on the melody and rhythm.

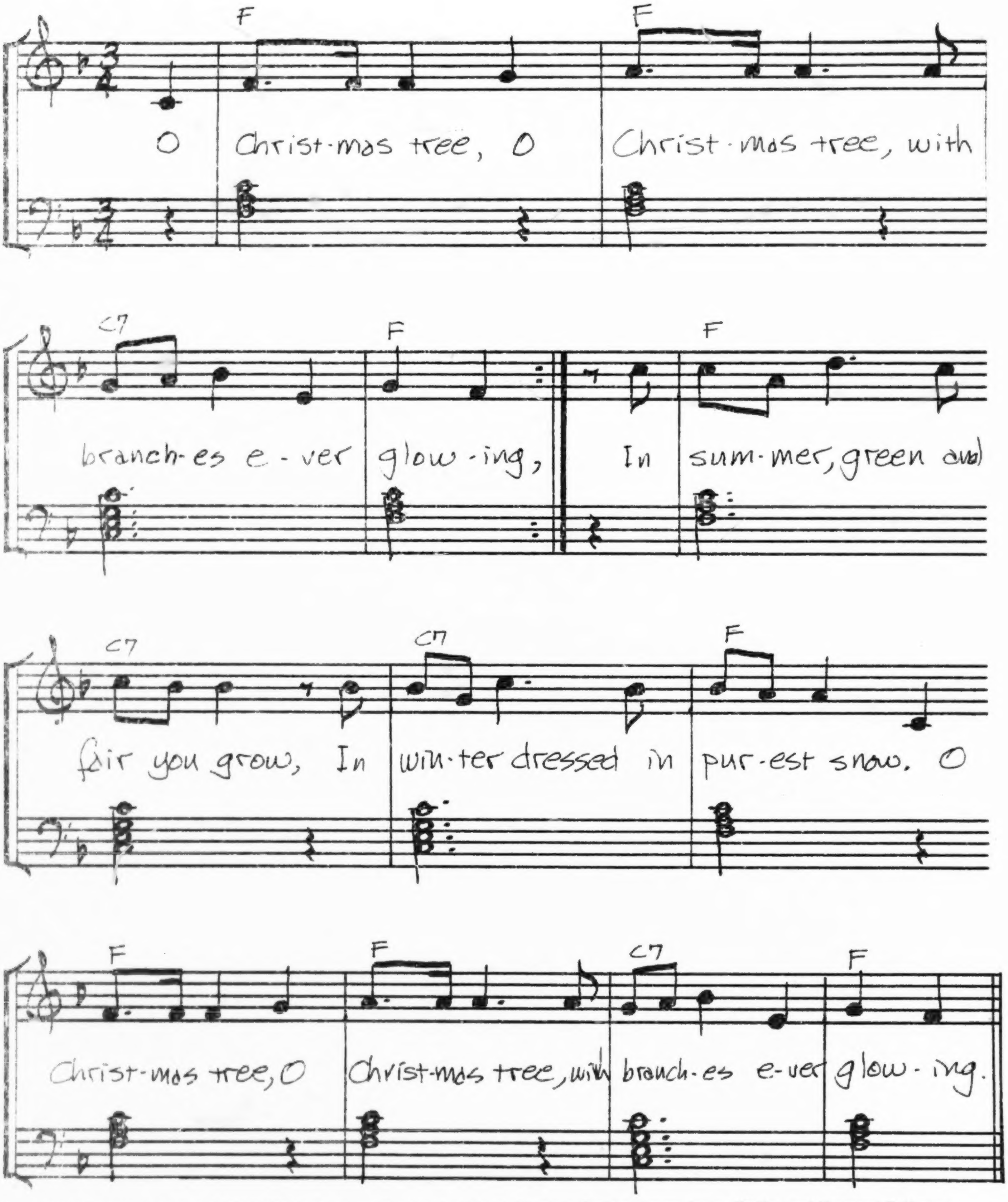
Encourage the students to make up a dance. This is a good rhythm for skipping. (The directions for a simple and effective dance are given on page 168a of *Discovering Music Together,* 3, from the Follett Music Series.)

Have some of the students play rhythm instruments such as a tambourine, small hand drum, jingle bells, and wood or tone block on the main beats (1, 2, 3).

The bell part adds harmony and interest.

Units: Holidays, Christmas, Folk Customs of
Other Countries.

O, Christmas Tree


F
F
C7
F
F
C7
C7
F
F
F
C7
F
O Christ-mas tree, O Christ-mas tree, with branch-es e-ver glow-ing, In sum-mer, green and fair you grow, In win-ter dressed in pur-est snow. O Christ-mas tree, O Christ-mas tree, with branch-es e-ver glow-ing.

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O CHRISTMAS TREE

This is a favorite German Christmas song which is becoming more and more popular in the United States.

Be sure to notice the repeat sign at the end of the second line. This means that the first two lines are sung again before singing the rest of the song to the end.

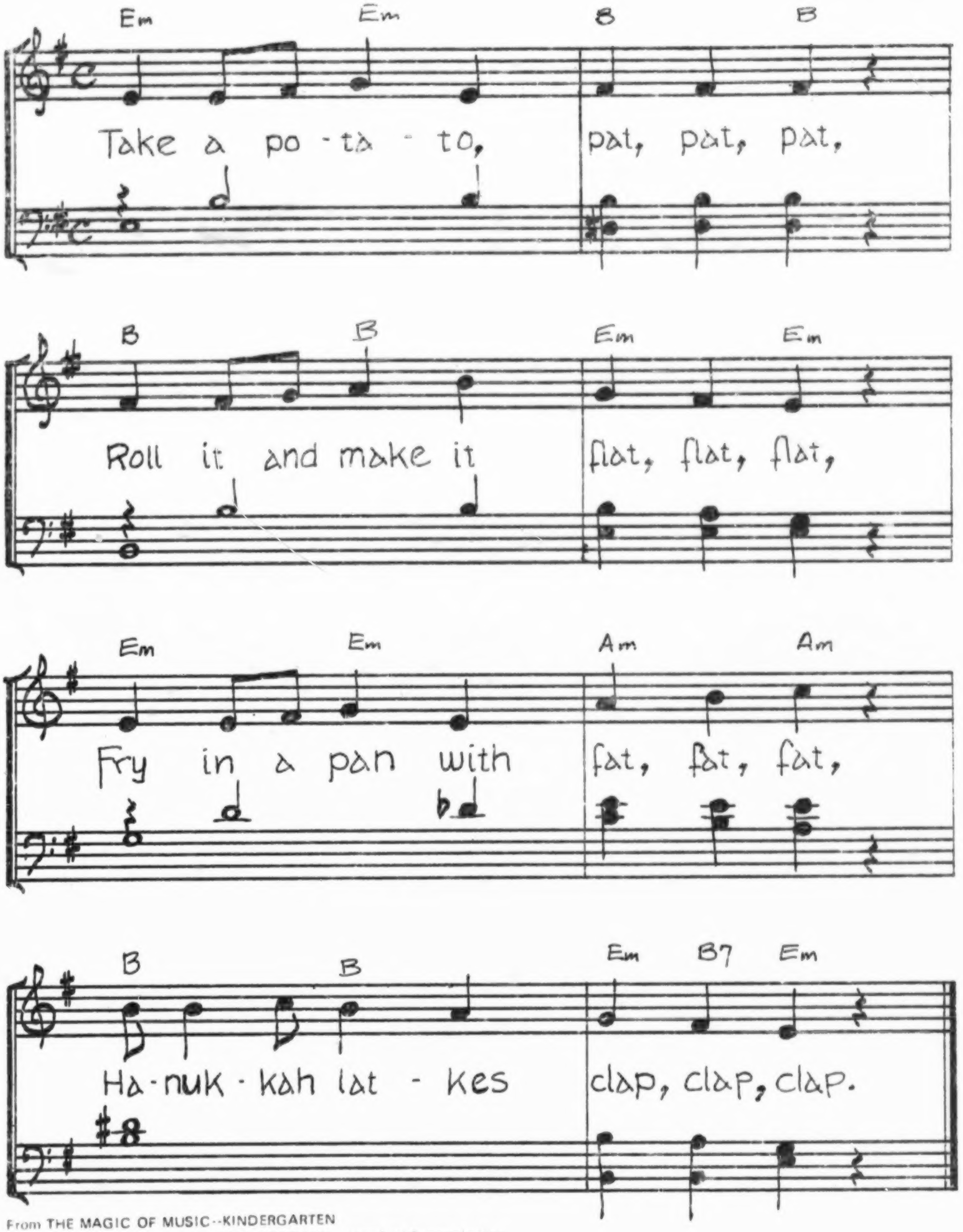
Have the students clap the rhythm on the words *O Christmas Tree* noting the long-short pattern on the word *Christmas (♩. ♪).*

Encourage the students to clap the rhythm of the melody in the whole song. Some of the students can play the rhythm on rhythm sticks while others play the basic beats (1, 2, 3) on drums and other instruments.

This song could be learned and sung while you are decorating a Christmas tree for your room at school.

Units: Holidays, Christmas, Nature Study
(trees), Folk Customs of Other Countries.

Hanukkah Latkes


Em Em B B
Take a po - ta - to, pat, pat, pat,
B B Em Em
Roll it and make it flat, flat, flat,
Em Em Am Am
Fry in a pan with fat, fat, fat,
B B Em B7 Em
Ha - nuk - kah lat - kes clap, clap, clap.

From THE MAGIC OF MUSIC--KINDERGARTEN
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HANUKKAH LATKES

To help in the reading-readiness process, have the students listen for rhyming words.

Which words rhyme?

For number concepts, how many times are each of the rhyming words repeated? Clap each time you hear the same words repeated.

Which groups of rhyming words move up? Which go down? Which stay on the same note? (Development of auditory discrimination.)

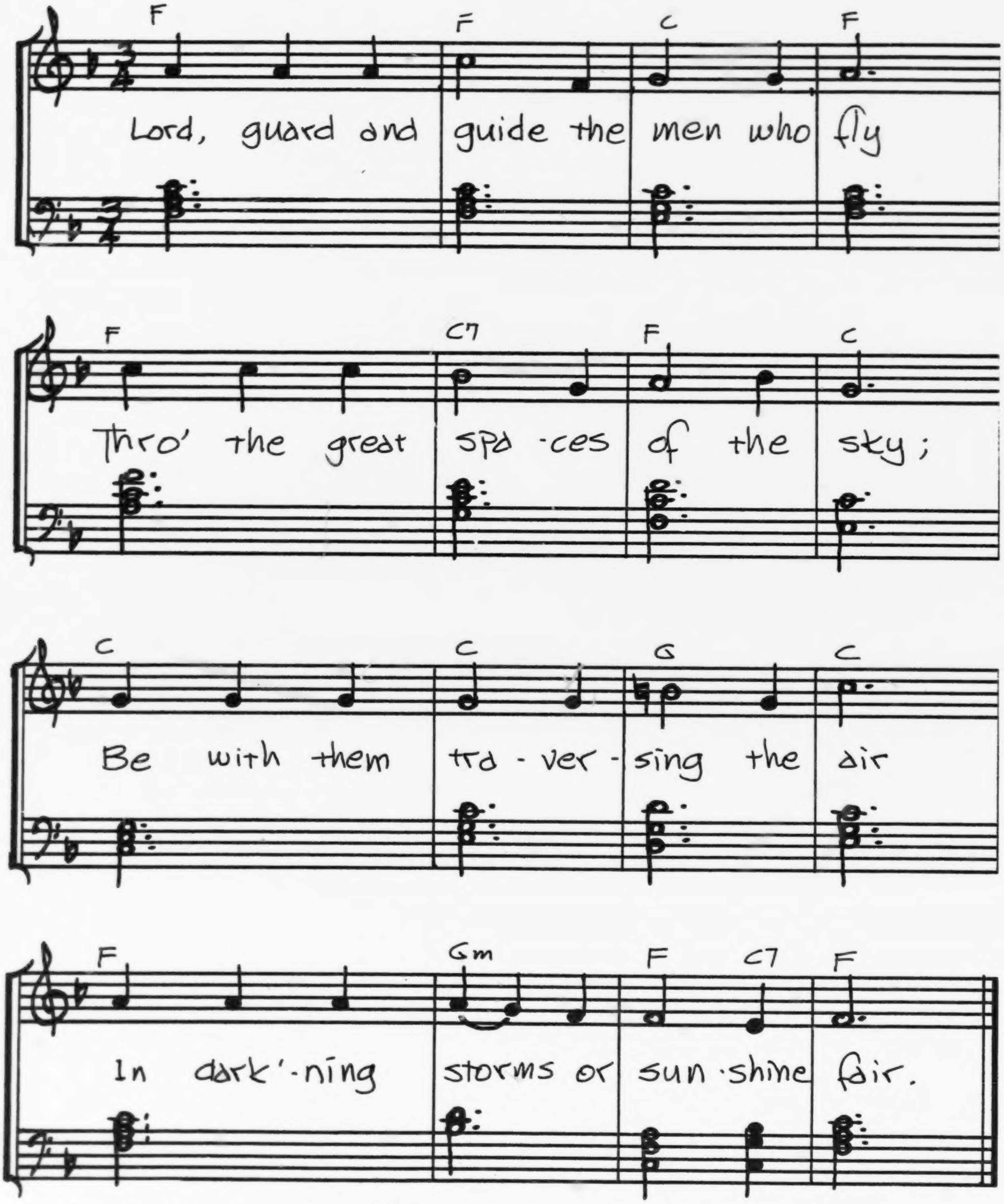
Have different students or groups of students play the tambourine or other suitable instruments on the groups of rhyming words.

Listen to and clap the rhythm on the words *Hanukah Latkes* in the last line. Have the students imitate this so they feel the syncopated rhythm.

This song can be acted out with hand movements and clapping which helps with the processes of "listening and doing."

Units: Holidays, Hanukkah, Customs of Other
Religions, Number Concepts.

Air Force Hymn


F F C F
Lord, guard and guide the men who fly
F C7 F C
Thro' the great spa-ces of the sky;
C C G C
Be with them tra-ver-sing the air
F Gm F C7 F
In dark'-ning storms or sun-shine fair.

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AIR FORCE HYMN

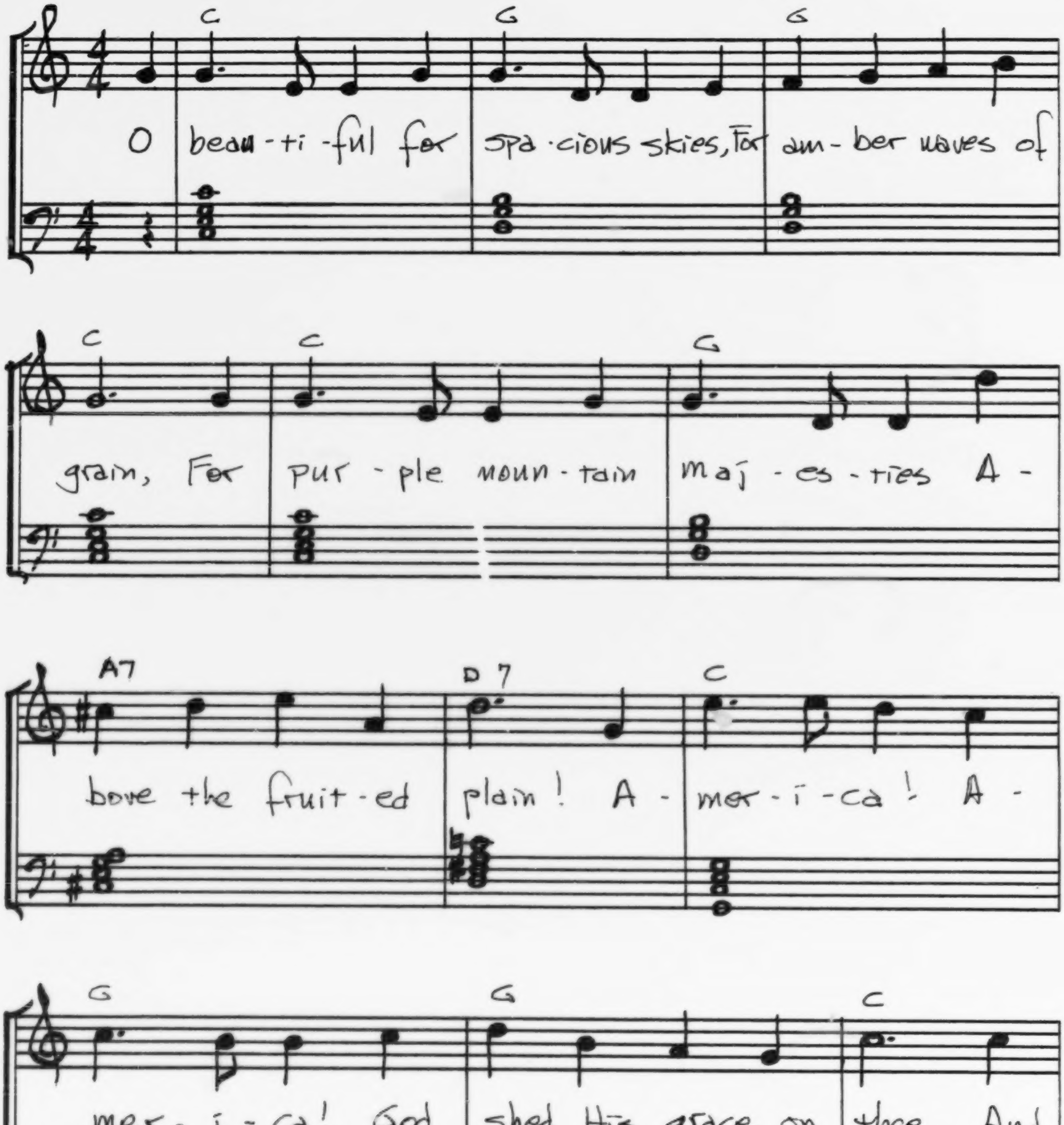
This is a prayer sung by the Air Force for the men who fly to help defend our country.

Explain the phrase *traversing the air* so the students will understand about the airplanes crossing over the country, ocean, mountains, etc., in all kinds of weather.

Teach the students to sing this song with reverence, using the best tone they have.

Units: Our Country, Patriotic Unit.

America the Beautiful


C G G
O beau - ti - ful for spa - cious skies, For am - ber waves of
C C G
grain, For pur - ple moun - tain maj - es - ties A -
A7 D 7 C
bove the fruit - ed plain! A - mer - i - ca! A -
G G C
mer - i - ca! God shed His grace on thee, And

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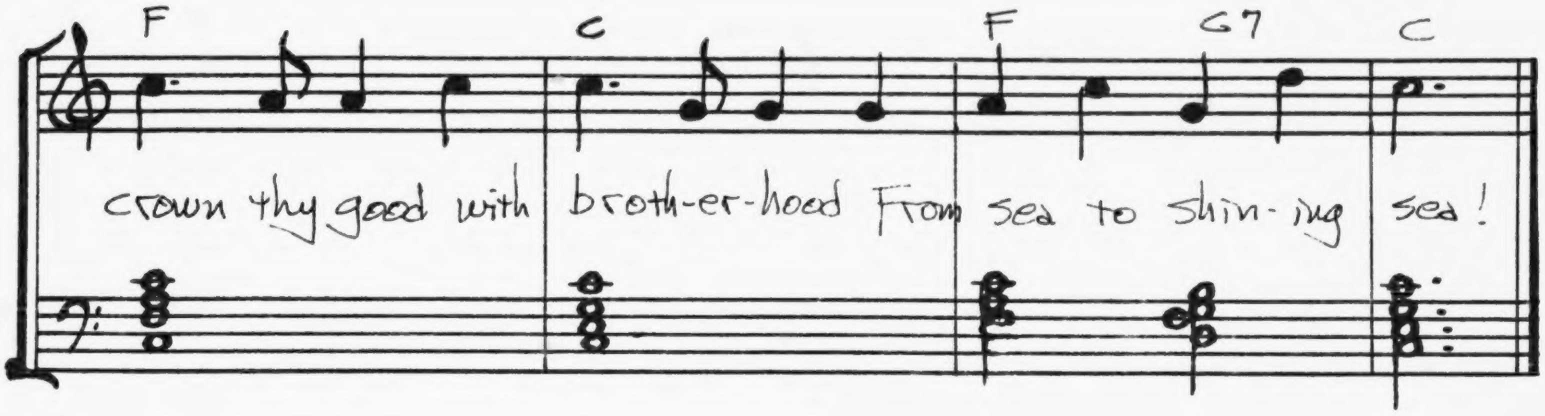

F
C
F
G7
C
crown thy good with broth-er-hood From sea to shin-ing sea!

AMERICA THE BEAUTIFUL

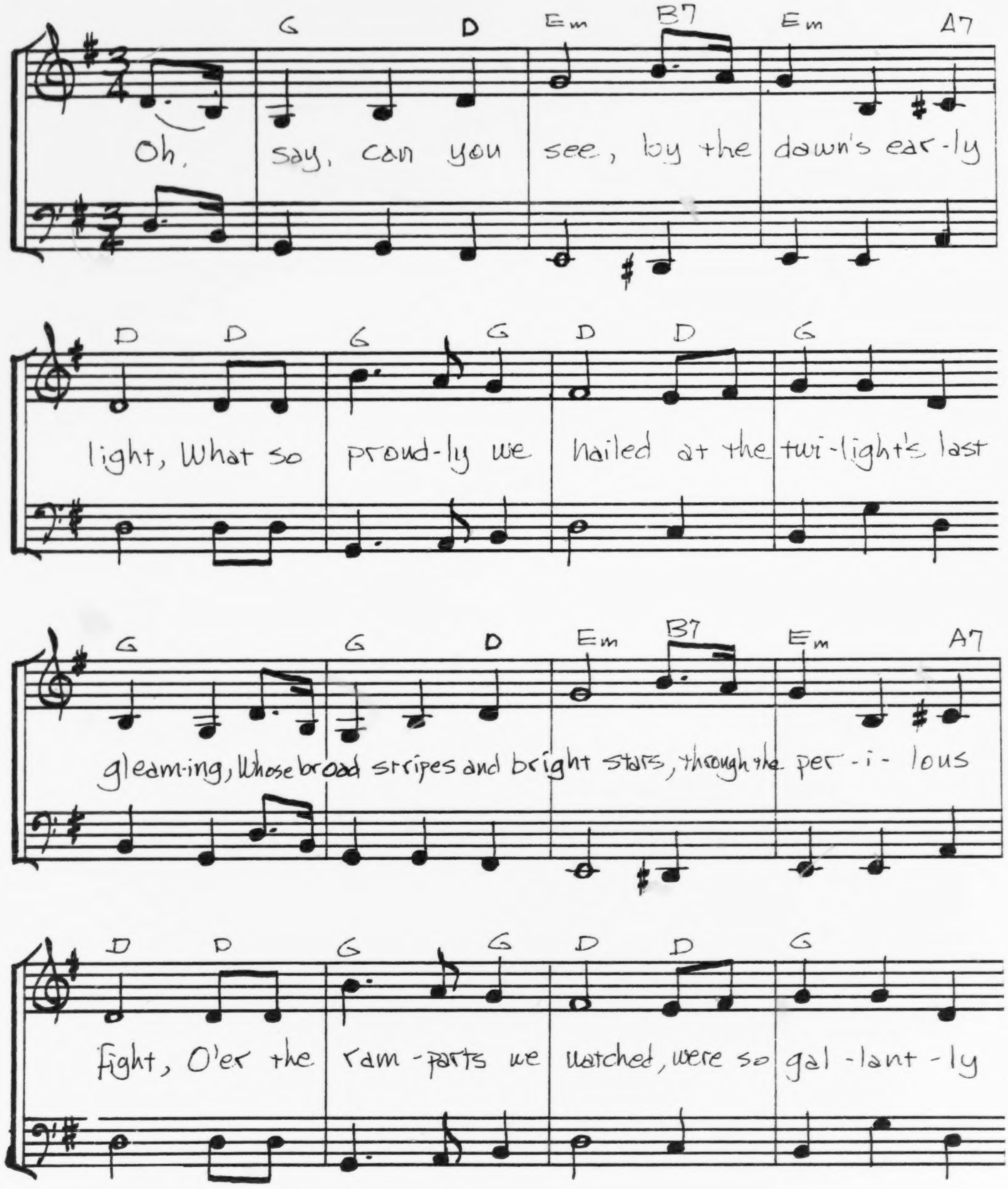
Tell the children how the words of this well-known song came to be written. After Katherine Lee Bates visited the Columbian Exposition in Chicago in 1893, she toured the western part of our country. She was so inspired by its size and great beauty that she wrote the poem which was later set to this music.

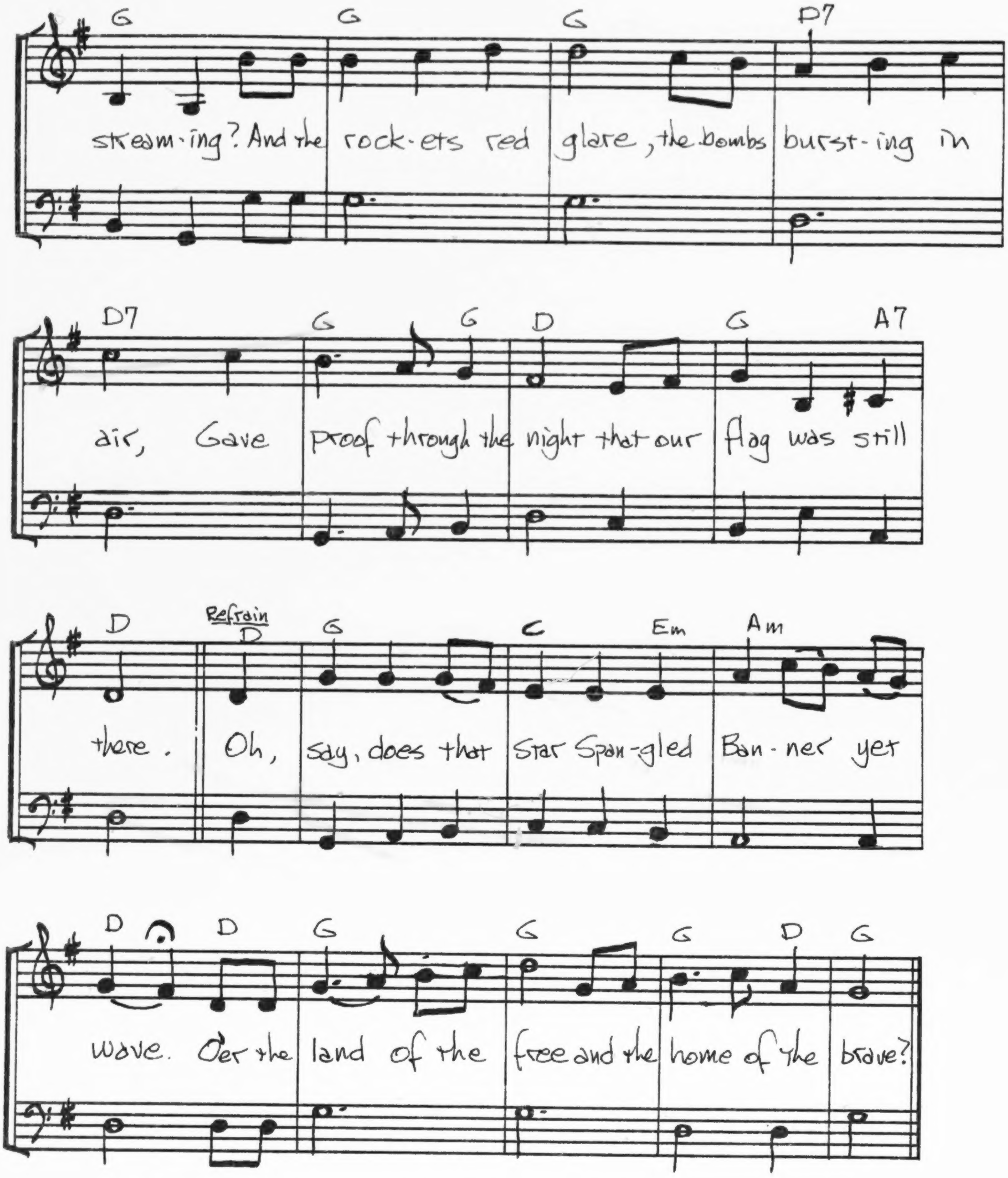
Teach the children to sing this song with spirit and pride.

Explain to the children the meanings of *Amber waves of grain,* and *purple mountain majesties* and any other phrases which they might not understand.

Unit: America, Patriotic Unit.

The Star-Spangled Banner


G D Em B7 Em A7
Oh, say, can you see, by the dawn's ear-ly
D D G G D D G
light, What so proud-ly we hailed at the twi-light's last
G G D Em B7 Em A7
gleam-ing, Whose broad stripes and bright stars, through the per-i-lous
D D G G D D G
fight, O'er the ram-parts we watched, were so gal-lant-ly


G G G D7
stream-ing? And the rock-ets red glare, the bombs burst-ing in
D7 G G D G A7
air, Gave proof through the night that our flag was still
D Refrain D G C Em Am
there. Oh, say, does that Star Span-gled Ban-ner yet
D D G G G D G
wave. O'er the land of the free and the home of the brave?

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THE STAR-SPANGLED BANNER

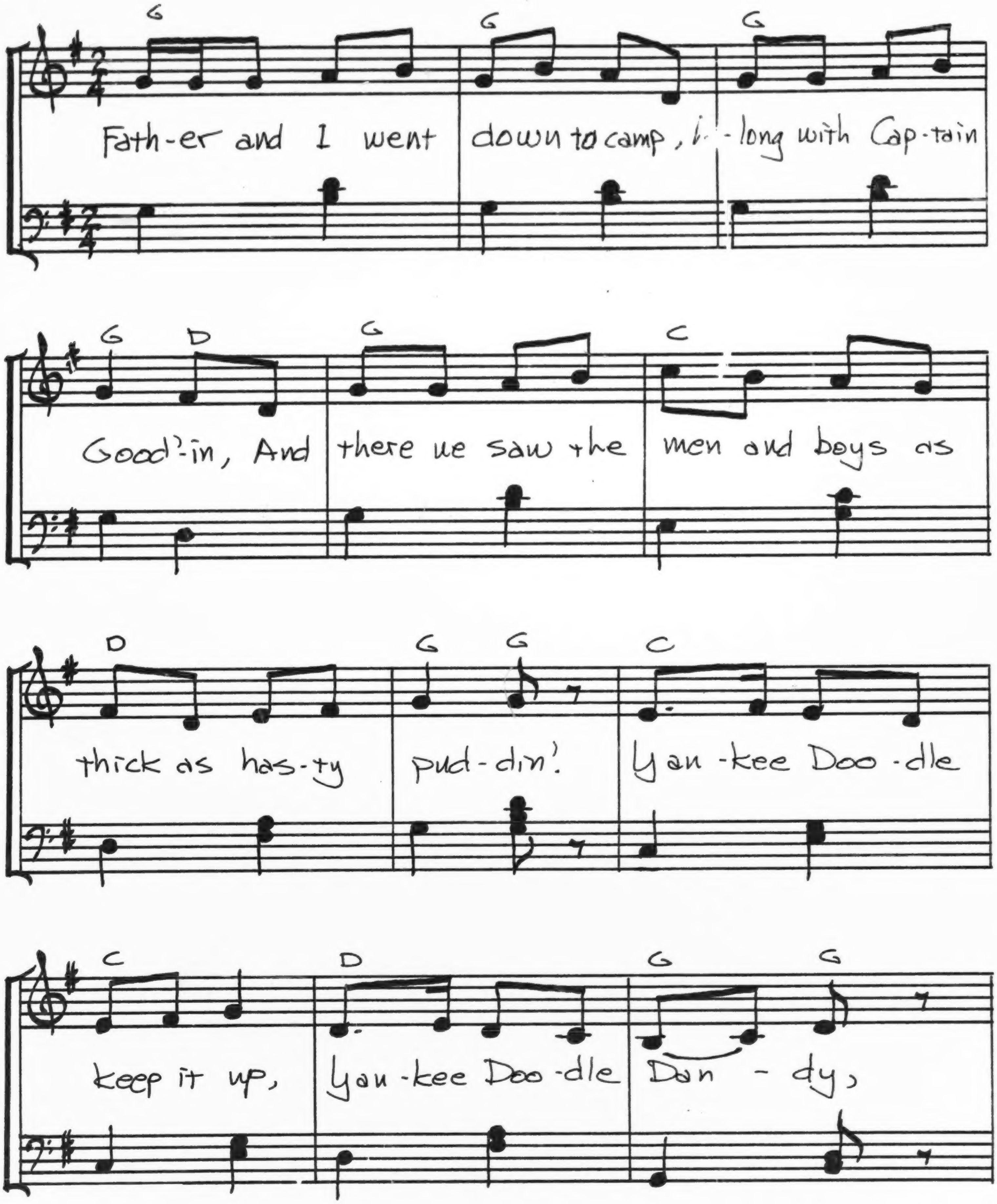
This is the official anthem of the United States. Francis Scott Key wrote the words in 1814 to a tune which was popular in Colonial times.

Although this song is difficult, teach it to your students so they will become familiar with it. Explain many of the words and meanings of the phrases. Teach only short segments at a time and repeat several times throughout the day or week. Remember to have the students stand when they hear the beginning of our national anthem.

Play a recording of *The Star-Spangled Banner* and have the students listen and then sing along.

Units: Our Country, Flags, Patriotic Unit.

Yankee Doodle


G
G
G
Fath-er and I went down to camp, A-long with Cap-tain
G
D
G
C
Good'-in, And there we saw the men and boys as
D
G
G
C
thick as has-ty pud-din'. Yan-kee Doo-dle
C
D
G
G
keep it up, Yan-kee Doo-dle Dan - dy,

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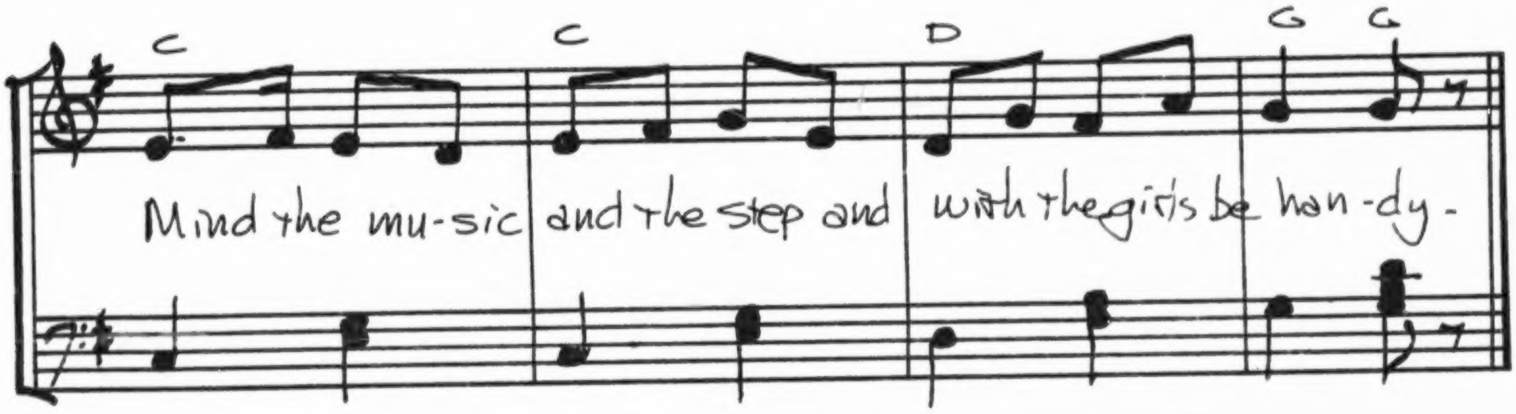


YANKEE DOODLE

This song is from the colonial period of our country during the Revolutionary times. The British soldiers first sang the song but the American soldiers liked it so well they adopted it as their own.

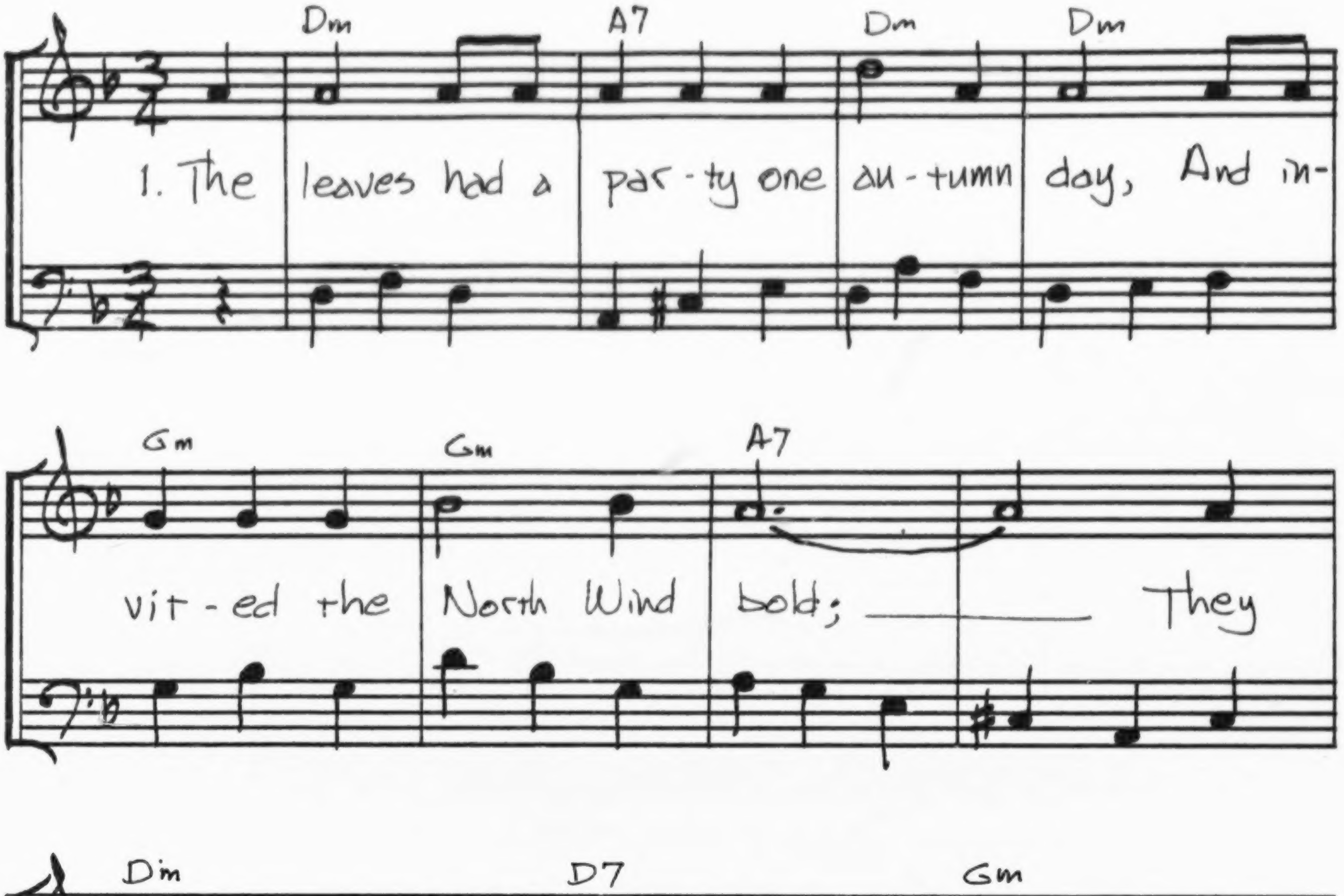
As you teach this familiar song, have your students tap the marching rhythm with pencils on their desks, or have them march to the rhythm as they listen to a recording.

After the song is learned, have a parade in the classroom or on the playground using the instruments, singing, and marching. A large colonial flag with 13 red and white stripes and 13 stars in a circle could be made and carried.

Encourage your students to make up a rhythm that fits the beat of the music and play it throughout the song. Give some of the students rhythm instruments to play and allow the rest to sing.

Units: Revolutionary War, America, Patriotic Unit.

The Leaves' Party


Dm A7 Dm Dm
1. The leaves had a par-ty one au-tumn day, And in-
Gm Gm A7
vit-ed the North Wind bold; They
Dm D7 Gm
put on their dress-es of crim-son and
Dm Dm A7 Dm
brown, With their bor - ders splashed with gold.

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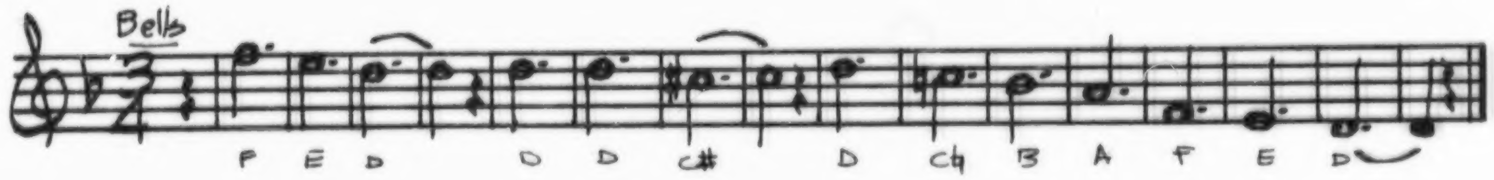


2. At first they danced to a merry tune,
But the North Wind whirled them round;
And tossed them roughly to and fro,
Till they fell upon the ground.

3. And when kind old Dame Winter came,
She pitied the tired leaves so;
She laid them gently on the grass,
And covered them over with snow.

THE LEAVES' PARTY

This is a lovely song about autumn and the coming of winter which your students will enjoy singing and dramatizing.

Begin the song by singing the first line softly, the second line a little louder, and build the third line to a louder climax. Then end the last line slowly and softly.

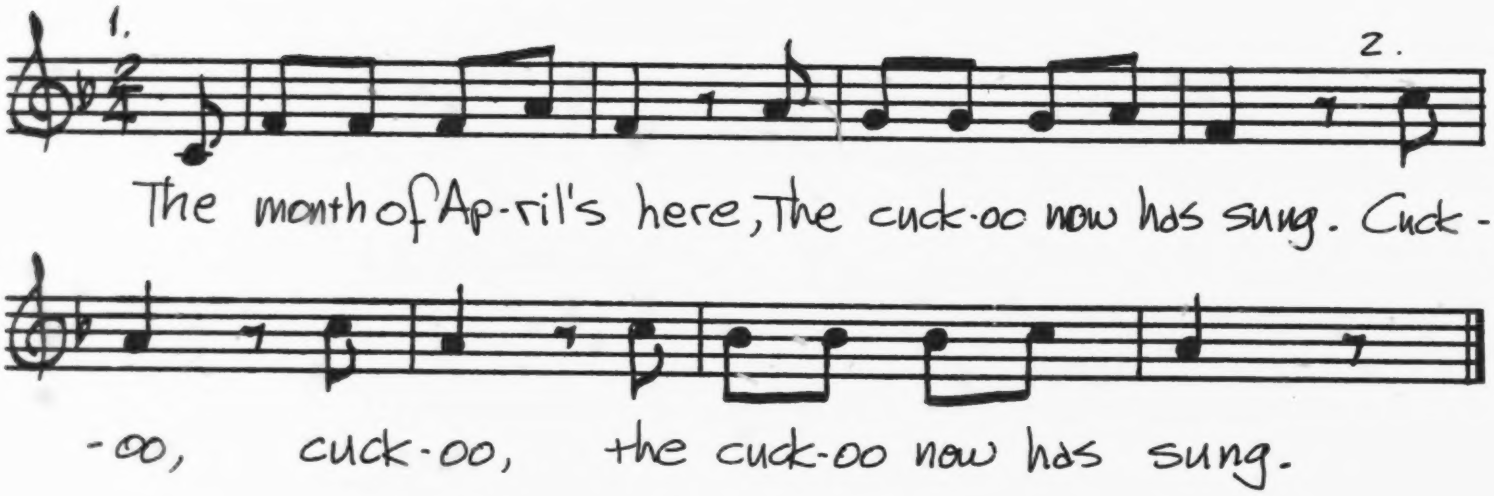
In dramatizing this song, have some of the students pretend to be leaves, others can be the *North Wind* blowing boisterously and still others can be *kind old Dame Winter.* Encourage the students doing the dramatizations to develop appropriate sound effects.

The easy bell part adds a nice harmony.

Encourage expressive singing in this song.

Units: Seasons of the Year.

The Month of April


1.
2.
The month of Ap-ril's here, The cuck-oo now has sung. Cuck-
-oo, cuck-oo, the cuck-oo now has sung.

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THE MONTH OF APRIL

Although we have no cuckoos in this country, some of the European countries do, and it is one of the signs of the arrival of spring What are some of the signs of spring in our part of the country? After this song is learned the students can substitute other words about signs of spring.

Once the students know the song, you or a student can play the second line melody as an accompaniment for the first line and vice versa.

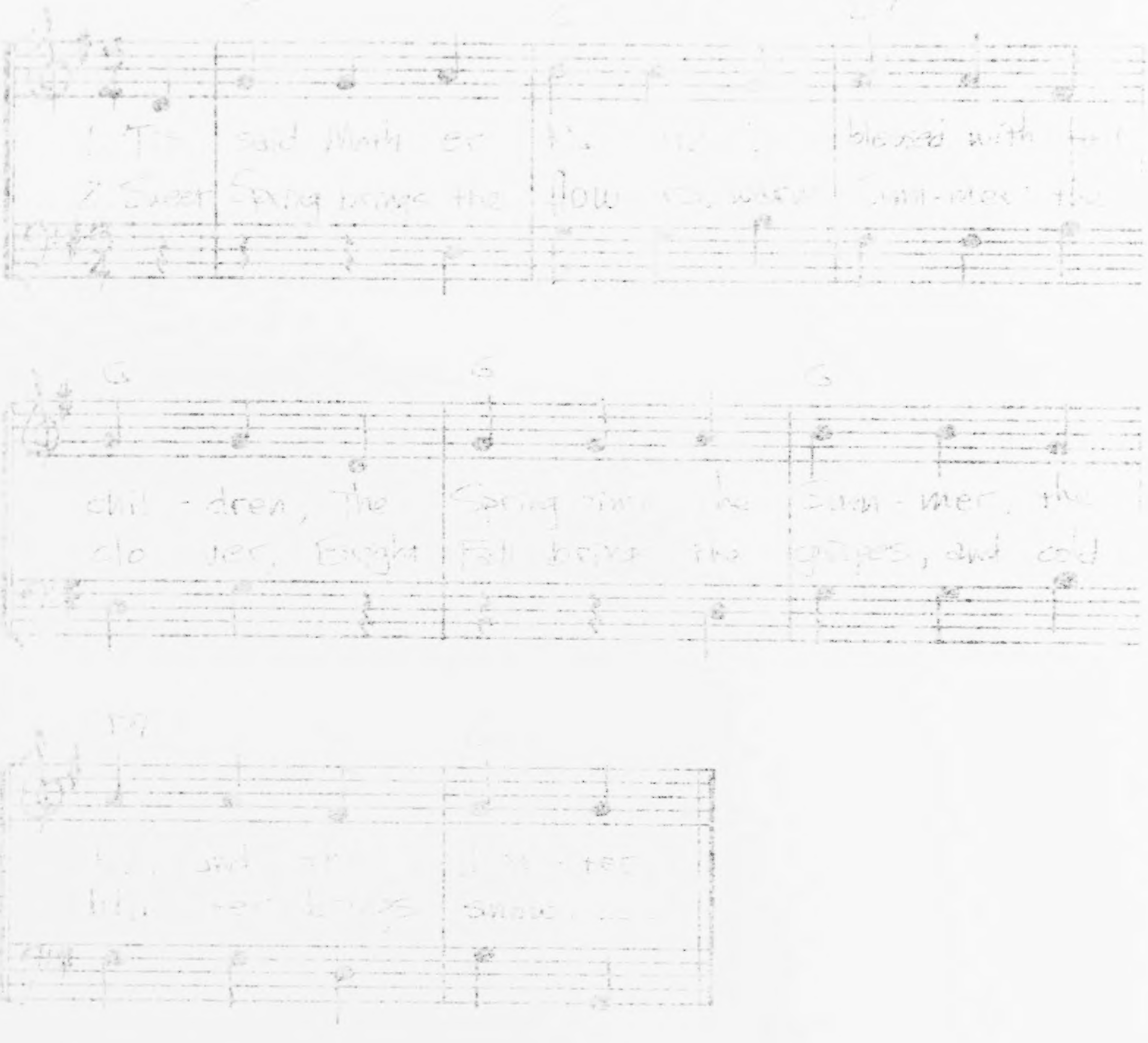
Divide the class into two groups. While one group sings the first line have the second group sing the second line at the same time. While the first group continues singing to the end, the second group then sings the first line. This practice is preparation for part-singing.

This song can also be sung as a simple two-part round. Again dividing the class into two groups (if you do not have at least one good lead singer for each group, you can lead one group), one group begins and sings to the end. At the beginning of the *Cuckoos,* the second group begins. Usually, rounds are sung all the way through two or three times.

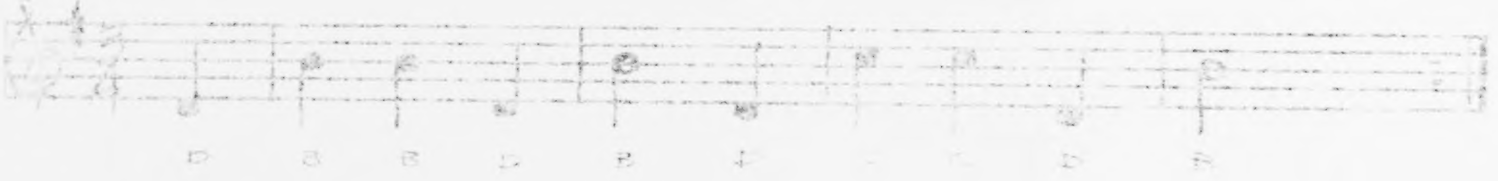
On the two *cuckoos* at the beginning of the second line, some may play the tone block, or the tone bells on C and A.

Units: Seasons, Birds, Nature.

The Seasons


G
G
D7
1. The said Moth- er
blessed with four
2. Sweet Spring brings the flow- ers, warm Sum-mer the
G
G
G
chil - dren, The Spring-time, the Sum - mer, the
clo - ver, Bright Fall brings the grapes, and cold
D7
G
and
Win - ter
brings snow.

Bells



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THE SEASONS

This song is easy to learn since the second line is exactly like the first line. Sing the song brightly and happily.

To help the students concentrate, ask them to listen to see if they can find the answers to the following questions from this song:

Q: What does the word *children* refer to in this song?
A: The Seasons.
Q: How many children is Mother Nature blessed with?
A: Four

Q: What are the names of her children?
A: The Springtime, the Summer, the Fall, and the Winter.
Q: What does Spring bring?
A: The flowers.
Q: What does Summer bring?
A: The clover.
Q: What does Fall bring?
A: The grapes.
Q: What does Winter bring?
A: The snow.
Q What other things do the seasons bring that we could sing about to add new verses?
A: (Have the children think of other appropriate answers and list them on the chalkboard. Encourage new words for additional verses.)

The easy bell part can be played throughout the song.

The triangle played on the first beat of each measure (the heaviest beats) will add interest and a feeling of the rhythmic beat.

Units: Seasons of the Year.

APPENDICES

A. Recordings

B. Books

C. Audio-Visual Aids

A. Recordings

Basic Concepts Through Dance (EALP 601)
Educational Activities, Inc.
Freeport, New York
Awareness of body image.

Listening and Moving (L.P. 605)
Educational Activities, Inc.
Freeport, New York
The development of body awareness and position in space.

Listening and Moving (L.P. 606-7)
Educational Activities, Inc.
Freeport, New York
Developing the perceptual-motor abilities of primary level children.

Orchestrated Music for Special Children
Compiled and Directed by Elizabeth Polk
Hoctor Dance Records, Inc.
Waldwick, New Jersey
Such songs as "Yellow Rose of Texas," "Bingo," "Mexican Waltz," "Born Free," with teacher instructions for movement, imitative play, helpful accessories, teacher directed activities, achievements.

Small Singer Albums 1 and 2
Bowmar Publishing Corp.
622 Rhodier Drive
Glendale, California 91201
A collection of original songs and old favorites for use in primary classes. A companion songbook, **The Small Singer**, includes all the songs on the records. Book is illustrated in color.

The following records (with some accompanying books) are available from:
Children's Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California

African Drums (170CB)
Drumming of Watusi, Ruanda, Yoruba, Nigerian, South Africa, etc. Booklet included. Suitable for intermediate and advanced groups.

Burl Ives Folk Lullabies (C879)
Twelve folk lullabies plus book with words and pictures of the songs. Good for relaxation and quiet listening.

Call and Response (CB76C)
Chants and rhythms by Ella Jenkins for rhythmic singing and clapping--group responds to rhythm by leader--can be used for imitation or variation.

Concept Record #1 (EC3)
To develop in children a basic concept of body image, a sense of personal identity, and a meaningful relationship to his environment. Songs include "What's Inside of Me?" "My Body," "Yesterday and Today," etc. Teacher's manual.

Concept Record #3 (EC14)
These basic songs require the child's active participation, are more complex than the songs in EC3, therefore might be used with older children. Songs included are "Shiver and Shake," "Right, Left," "They All Make Me," "Up, Up, Up and Down." Teacher's manual.

Creative Music for Exceptional Children (C218T)
The exceptional child is helped to hear, feel and express emotions and moods, through musical contrasts: fast and slow, loud and soft, happy and sad, funny and serious, staccato and legato. Booklet included.

Dance-a-Story Album (KD311)
Either individual records and storybooks (**Little Duck** - KD101, **Magic Mountain** - KD103, **Brave Hunter** - KD305, **Flappy and Floppy** - KD306), or complete set of 4 albums. These are delightful story-book-record combinations for creative rhythms, pantomime, dramatizations and storytelling. One side of record with music and narration; reverse side has music only for free expression.

Four Centuries of Harp Music (C878)
For relaxation and quiet listening. Selections from the 16th through the 19th centuries. Suitable for intermediate and advanced groups.

Greek Mountain Dances (C33)
These authentic Greek dances stimulate varying moods and movements as the music plays, "The Witch's Spell," "Maypole at Carnival Time," "Harvest Dance," etc. Suitable for intermediate and advanced groups.

Holiday Songs (CSD3)
Songs and programs for Washington's Birthday, Flag Day, Easter, Thanksgiving, etc.

Israeli Folk Dances (DF331)
Children can accompany the songs with tambourines, move, clap, and circle to the dances. Suitable for intermediate and advanced groups.

Learning as we Play (C218C)
Musical activities, rhythms, ring games, and singing games, especially designed for retarded children. Most selections are instrumental, using rhythm instruments. Some are sung by children. "This Old Man," "Rig-a-jig-jig," "Help to Row the Boat Ashore," and others. Booklet with suggestions, lyrics included.

Mexican Mariachi (DF7)
Street bands play the famous Paso Dobles associated with festivity. Suitable for intermediate and advanced groups.

Music for Exceptional Children (B224) BOOK
A valuable book for helping handicapped, educable or trainable mentally retarded, child enjoy music. Information and large photographs of rhythm instruments, autoharp and resonator bells. Songs from the following two records.

Music for Exceptional Children #1 (C224A)
Contains: Hands and feet, autoharp, ukulele, harmonica, song flute, drums, tambourine, sand blocks, and rhythm sticks. (Songs and Music)

Music for Exceptional Children #2 (C224B)
Contains: Tone block, wood block, claves, maracas, hand castas, finger cymbals, triangle, sleigh bells, resonator bells, and piano or organ. (Songs and Music)

Play Your Instruments and Make a Pretty Sound (C164)
Ella Jenkins introduces rhythm instruments separately and then has play-along music, listening, body movement. Jazz music is used effectively.

Rhythms and Songs for Exceptional Children (C218P)
Songs, rhythms and rhythmic accompaniments geared for older handicapped children. The material is presented in a way to encourage participation with maximum joy and success. Booklet included.

Rhythm Instruments (C196)
Folk music from many lands arranged for rhythm instrument accompaniment. Slow to fast, loud to soft, etc. Many practical suggestions describing instruments and how to enjoy using them. Suitable for intermediate and advanced groups.

Songs for Children With Special Needs #1 (C218D)
Songs are young in content. "The Bus," "Happy Birthday," "I Will Clap My Hands," "Jingle Bells," and others. Words of songs on jacket.

Songs for Children With Special Needs #2 (C218M)
Greetings, singing games, jingles, singing sounds, and others. Words of songs on jacket.

Songs for Children With Special Needs #3 (218N)
Content is for older children. Folk song favorites, games and dances, and others. Words on jacket.

Music for Children With Special Needs (B98C) BOOK
Songs from above three albums with chords and accompaniments.

Other rhythm records from Children's Music Center:

Animal Rhythms (PJ1)
An Indian Dance Drum Beats (PJ10)
Christmas Rhythms (PJ14)
Fire! Fire! A March (PJ11)
Halloween Rhythms (PJ15)

Instrument Story Set (C391S)
"Said the Piano to the Harpsichord," "The Wonderful Violin," "Licorice Stick," "King's Trumpet," "Rondo for Bassoon and Orchestra."

Peter and the Wolf (C403A)
Prokofiev's children's classic.

Tubby the Tuba (C40/A)
Also includes "Tubby the Tuba at the Circus," narrated with humor and tenderness by Danny Kaye.

The following recordings are especially appropriate for older (intermediate and secondary) children.

American Favorite Ballads (C1490)
Children's Music Center.
Sung by Pete Seeger, with banjo or guitar accompaniment. Songs such as "Down in the Valley," "Blue Tail Fly," "Old Dan Tucker," "I Ride an Old Paint," "Home on the Range," and others.

Ballads for the Age of Science (The Singing Science Records)
Available through Children's Music Center, and
Midwest Radio Company
3414 West North Avenue
Milwaukee, Wisconsin 53208
These 6 records *(Space Songs, Energy and Motion Songs, Experiment Songs, Nature Songs, More Nature Songs, and Weather Songs)* contain 85 songs that explore every major area of science taught in the elementary schools. Ranging in content from the simplest introduction to weather, nature study and space to more complex concepts. The individual records most suitable for your primary, intermediate, and advanced groups would be *Space Songs, Experiment Songs, Nature Songs, Weather Songs.*

It Could Be a Wonderful World (C220)
Children's Music Center.
Catchy brotherhood songs in popular style. Such songs as "It Could be a Wonderful World," "Brown-skinned Cow," "I've Got a Church." Prize-winning songs by Hy Zaret and Lou Singer. Lyrics included.

Musical Multiplication (CE2)
Available through Children's Music Center. Learning by 12 "fun" jingles set to a catchy music.

B. Books

The following books pertaining to music for exceptional children are available from:

Children's Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California 90019

Arts and Craft in the Primary School Today
Joan Dean, A & C Black, Ltd., London, 1968.
Chapter 10 on "Puppetry" is especially useful as it explains how children can make all kinds of puppets from the simplest to the most difficult, and also tells how to make simple to difficult stages. Puppetry can be used in music to give musical plays, to demonstrate rhythm, the puppet can "sing" (the child behind the stage does the singing).

Children's Arts from Deep Down Inside (B470)
A book to inspire and give practical help to teachers who want to get creative expression from children in the arts--painting, block-printing, clay work, rhythm and dancing.

Craft Projects for Slow Learners
Alfred Schmidt. John Day, New York, 1968.
Pages 40 and 41 on making hand puppets are useful.

Creative Dramatics for Handicapped Children (B630)
Plays and musical reviews developed with handicapped children; suggestions to teachers on how to adapt a ply, choose a cast, organize the performance, etc.

Creative Rhythmic Movement for Children (DB29)
Gladys Andrews describes movement fundamentals and the elements of space and rhythm; tells how to get movement started, how to explore and develop movement, how to make and use percussion instruments.

Music and Movement (DB15)
An early book by Ann Driver explains and illustrates the very basis of dance movement in space, in individual and life rhythms. Written for children with good sections on movement for boys.

Music for the Handicapped Child (B405)
An assessment of the value of music as a creative experience to the handicapped child. Written by Juliette Alvin.

Music in Therapy(B801)
Edited by E. Thayer Gaston.
A comprehensive survey of theory, research, techniques and clinical practice in music therapy.

Music Therapy for Handicapped Children (B407)
Discusses the means of motivating the child from passivity to individualist.

Play Activities for the Retarded Child (B98Z)
This book by Bernice Carlson and David Ginglend shows how to help the retarded child grow and learn through music, games, handicraft, and other play activities.

Rhythms and Dances for Elementary Schools

Revised. Dorothy LaSalle. A. S. Barnes and Company, 1951.

Dancing and singing games, fundamentals of dance movement, simple folk dances, intermediate folk dances, and folk dances of various countries. Exact directions explained for each dance. Such dances as A-Hunting We Will Go, Bingo, The Chimes of Dunkirk, and others.

Sing and Learn

John W. Antey, John Day Company, New York, 1965.

Simple songs related to everyday life. It includes teaching instructions, a section devoted to activities such as hopping, skipping, marching, etc. A section on how to make simple rhythm instruments, and a unit on the use of the toy piano and the tape recorder as teaching aids. This book was written especially for primary educable mentally retardates.

C. Audio-Visual Aids

Developing Appropriate Seatwork for the Mentally Retarded
Special Education Curriculum Development Center. April, 1969.
Pages 19 and 20 give suggestions for uses for the tape recorder. Any music from the platter records can be recorded on tapes and used by students with individual headsets.

The Instruments
Bowmar Publishing Corp.
622 Radier Drive
Glendale, California 91201
Colored pictures of all the instruments of the band and orchestra.

Language Concepts in Song
Siegfried Engelmen
Instructional Media of America, Inc.
175 Fifth Avenue
New York, New York 10010
The songs have been selected primarily because they teach or reinforce basic language skills such as handling plurals, reversing statements, and following instructions. The materials consist of recordings, pictures, and a teacher manual.

The Little Drummer Boy
Ezra Jack Keats, Macmillan Company, New York, 1968.
This is a book with a story and colored illustrations. The words of the song and the melody are at the back of the book. This Christmas story could be read to the children, then sung as the pages are turned. The drum can be played as the *pa-rum-pum-pum-pum* appear in the song or story.

Peter and the Wolf, Hansel and Gretel, The Nutcracker, Sleeping Beauty, and Others
Operettas, operas, stories and music about composers and the instruments, are presented in filmstrips with recordings. Send for the catalog from Jam Handy School Service, 2843 East Grand Boulevard, Detroit, Michigan 48211.

The Use of Overhead Projection in Classrooms for the Mentally Retarded
Special Education Curriculum Development Center, March 1969.
Transparencies can be made to write the words of a song, to write autoharp chords for songs, to write bell parts for a song, to demonstrate various kinds of notes and rhythms, to demonstrate the use of the staff with notes going up and down the staff, how notes move by step and skip, illustrations about the song or about the story of the song.

Folk Songs of Africa; Children's Songs of Mexico; Favorite Songs of Japanese Children; The Star-Spangled Banner and **America the Beautiful; Folk Songs of Israel; Folk Songs of the Arab World; Anchors Aweigh** and **The Marine's Hymn; America; The Army Goes Rolling Along;** and **The United States Air Force Blue**
Bowmar Records, Inc.
622 Rodier Drive
Glendale, California 91201
Records, individual folk song books of different countries, films, and filmstrips (music and social studies). Introduces music of various world areas in sound and picture. Relates music to the social studies area.

Individual folk song books also available are **Many People, Our Pacific Neighbors, Canada, California and the Old West, Latin America, U.S.A.**

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Meeting Music. Grade One. Berg, Richard, C., and others. American Book Company, New York, 1965.

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Music Curriculum for the Mentally Handicapped. Sisters of St. Francis of Assisi. The Cardinal Stritch College, Milwaukee, Wisconsin, 1959.

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Play Activities for the Retarded Child. Carlson, Bernice Wells and Ginglend, David R., Abingdon Press, New York, 1961.

Sharing Music. Kindergarten. Berg, Richard C., and others. American Book Company, New York, 1966.

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